DOCUMENT RESUME

ED 190 036 HE 013 060

TITLE Seattle University: On the Threshold of the Eighties. A Five-Year Planning Report.
INSTITUTION Seattle Univ., Wash.
PUB DATE Jul 79
NOTE 107p.: Some tables and maps may not reproduce well.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Annual Reports: College Administration: College Faculty: *College Planning: College Programs: *College Role: College Students: Educational Finance: Enrollment: Higher Education: *Institutional Characteristics: Institutional Research: Long Range Planning: School Statistics: *State Universities
IDENTIFIERS Mission Statements: *Seattle University WA

ABSTRACT

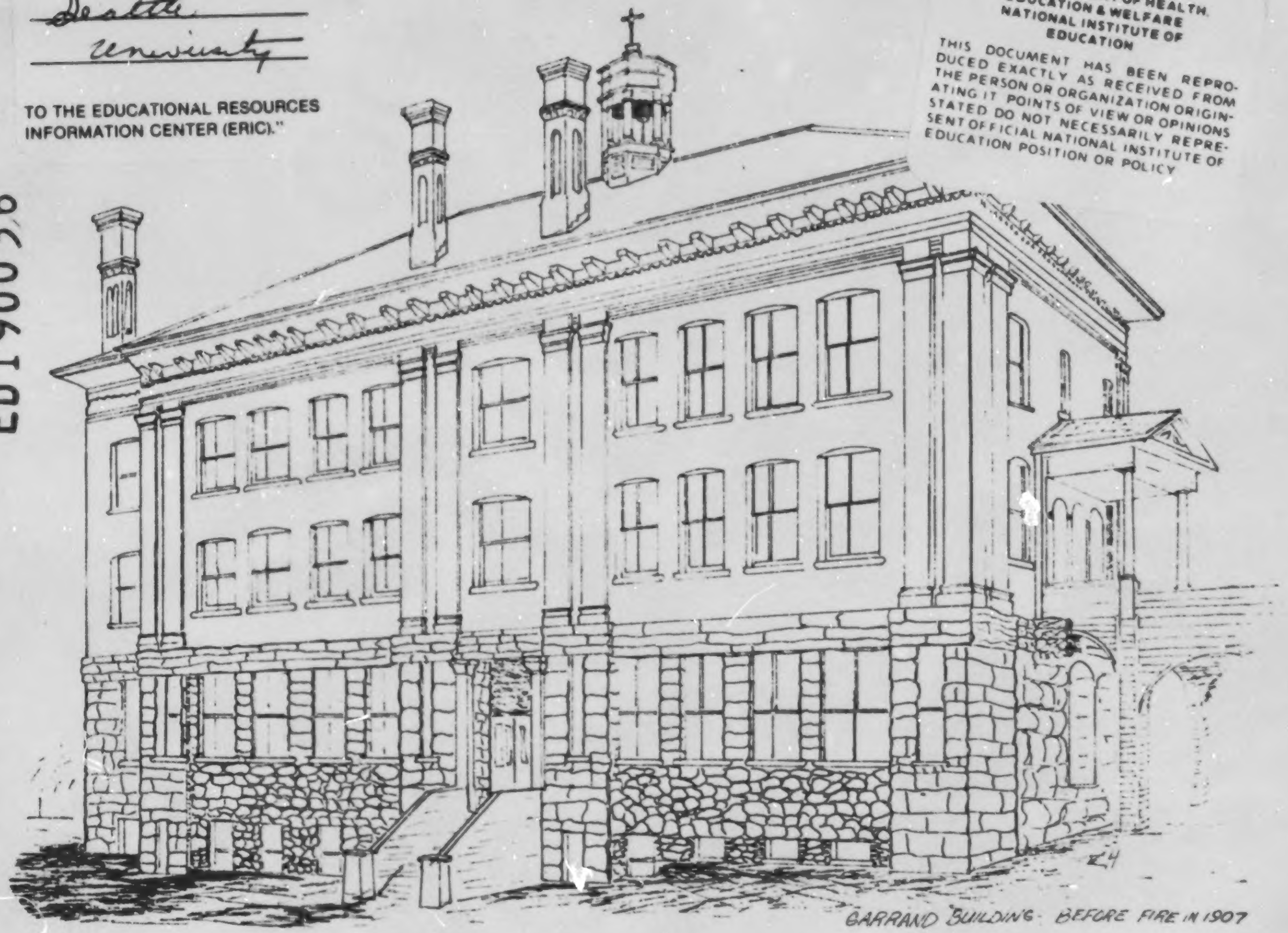
A portrait of Seattle University is drawn in this first of a series of annual reports to the president and trustees on the progress of the formal, comprehensive, and systematic, systematic planning process at Seattle University, a process begun in 1975. Focus is on five areas: enrollment, academic programs, personnel, finance, and facilities and campus development. Three elements are interrelated in the planning process: the mission, the environment, and the present condition of the university. Chapters include: the mission statement of Seattle University: parameters for planning derived from the mission statement: historical and current portrait of the university and directions through 1984: and directions for future planning. Tables, maps, and appendices provide information on areas such as forecasts of total enrollment, financial projection (FY 80-FY 84), budget surplus (deficit), city zoning, environmental assumptions, building-by-building analysis, and impact analysis/planning goals and strategic options. A brief history of planning for Seattle University and a preamble are offered as introductory material. This fact book was an award winner at the 1980 Annual Forum of the Association for Institutional Research. (LC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Seattle
University
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED190036



GARRAND BUILDING - BEFORE FIRE IN 1907

SEATTLE UNIVERSITY
On The Threshold Of The Eighties

A Five-Year Planning Report

PREPARED BY
THE OFFICE OF EDUCATIONAL PLANNING AND DEVELOPMENT

JULY, 1979

VOLUME I

HE 013 060

ACKNOWLEDGMENTS

The members of the planning staff wish to express their gratitude to those who assisted in the preparation of this report: the president's cabinet; the deans; department chairpersons and program coordinators; University administrators and secretarial staff; and some expert information resource persons. In the last category are included Dr. Linda Fitzpatrick of the Seattle Planning Commission and the Institute of Public Service, Barbara Blunt and Steve Sheppard of the Seattle Department of Community Development, Paul Mitchell of City Councilman Michael Hildt's office, Fr. Louis Gaffney and George Hsu for their programming and computer assistance, and Timothy Cronin, S.J. for providing the historical information on the University buildings. An especial word of thanks goes to the members of the planning advisory council who provided sound advice and judgment throughout the development of this report. The members are listed below:

Planning Advisory Council Members:

Fr. Richard Ahler, S.J. - Chairperson, Theology/Religious Studies
Ms. Mauna Arnzen - Undergraduate Student
Mr. George Behan - Director, Public Relations
Mr. Bill Blanchard - Instructor, Institute of Public Service
Dr. Mary Ehlers - Assistant Professor, Mathematics
Ms. Dora Hall-Mitchum - Director, Learning Skills Center
Miss Mary Alice Lee - Registrar
Fr. William LeRoux, S.J. - Dean, College of Arts and Sciences
Mrs. DeLima Moynihan - Secretary to the Academic Vice President
Mr. Jerry Pederson - Bookstore Manager
Ms. Mary Sepulveda - Acquisitions Librarian
Dr. Kathleen Treseler - Assistant Professor, Nursing
Ms. Donna Vaudrin - Dean for Students
Dr. Barbara Yates - Associate Professor, Economics
Dr. Gary Zarter - Associate Dean, School of Education

The cover illustration is a pen sketch by Kathy Hyde of the Garrand building, the original Seattle College building. It was chosen for the cover of this report to symbolize how planning for the future of Seattle University flows from knowledge and understanding of its traditional role in higher education for the Pacific Northwest.

Educational Planning and Development Staff:

Gregory Lucey, S.J., Ph.D., Vice President
George Pierce, Ph.D., Director of Planning
Robert Grimm, S.J., M.B.A., Planning Analyst
Mary Savela, M.P.A., Research Analyst
Shirley Ruble, M.A., Secretary

TABLE OF CONTENTS

Letter to Father William Sullivan, S.J. from Father Gregory Lucey, S.J. p. i

Acknowledgments p. ii

History of Planning for Seattle University p. 1

Preamble p. 6

Chapter I

The Mission Statement of Seattle University p. 8

Chapter II

Parameters for Planning Derived from the Mission Statement p. 10

Chapter III

Historical and Current Portrait of the University and Directions Through 1984

1. The Environment of Seattle University p. 12
2. The Enrollment at Seattle University p. 23
3. Academic Programs of Seattle University p. 39
4. Personnel of Seattle University p. 53
5. Finances of Seattle University p. 60
6. Facilities and Campus Development of Seattle University p. 73

Chapter IV

Directions for Future Planning p. 96

Tables

1. Forecasts of Total Enrollment p. 32
2. Tuition Impact by Headcount p. 35
3. Projected Tenure Decisions in Contrast with Projected Retirements p. 57
4. Financial Projection, FY80 - FY84 p. 65

Figures (continued)

15. Full-Time Active Faculty by Population and Sex p. 54
16. Full-Time Faculty Population by Academic Degree and Rank p. 55
17. Full-Time Equivalent Administrative Personnel by Population and Administrative Level p. 59
18. Seattle University's Revenue and Expenditure Levels for Eight Years p. 62
19. Change Rates in Budget Growth/Decline p. 63
20. Budget Surplus (Deficit) p. 63
21. Condition of Buildings by Primary Function p. 80
22. Seattle University Classroom Utilization/Week p. 84
23. Station Occupancy/Week p. 84
24. Station Utilization/Week p. 84

Maps

A. Location of University Buildings and Property p. 90
B. Traffic Circulation Patterns p. 91
C. City Zoning p. 92

Appendices

III - 1A Resources Used in Describing Today's Environment
III - 1B Environmental Assumptions
III - 2A Seattle University Headcount
III - 2B Explanation of Enrollment Forecasts and Projections
III - 3A School/College Summary of Departmental Information
III - 3B Comparative Analysis of School/College Resources and Outcomes

Appendices (continued)

III - 4A 1. Analysis of Turnover on Tenure/Tenure Track Listing
  2. Faculty Tenure by Department
III - 4B Full-Time Administrative Personnel, May, 1979
III - 4C Data Regarding Staff Positions, June, 1979
III - 5A Financial Assumptions of Projection
III - 6A Building-by-Building Analysis
  1. Building Characteristics
  2. Building Narrative
III - 6B Comparison of Space Distribution
III - 6C Classroom Analysis
III - 6D Parameters of Budget Options
III - 6E Distribution of Space Among University Functions
IV - 1 Impact Analysis--Planning Goals and Strategic Options

HISTORY OF PLANNING AT SEATTLE UNIVERSITY

Background

The idea of institutional planning is not new to Seattle University. Since 1906 the University has periodically established planning procedures to revise curriculum, to review enrollment projections, and to discuss the institution's mission and purpose. It was not until the inauguration of a new president in the summer of 1975, however, that a formal, comprehensive, and systematic planning process was initiated.

A former president established the office of provost at Seattle University and charged that office with the responsibility for long-range planning. The newly hired provost, William J. Sullivan, S.J., (now president) established a position of assistant to the provost for planning. It was upon the hiring of the planning assistant, George Pierce, in September, 1975, that the early discussion of institutional and long-range planning was begun.

Having become familiar with planning procedures while finishing doctoral studies, the Assistant to the Provost for Planning attended a planning conference and workshop at the University of Southern California for the purpose of determining the state-of-the-art of planning at various kinds of institutions. Shortly after the conference the provost and his planning assistant began discussions and explorations with the University community representing all the constituencies both on and off campus. The result of these discussions yielded two main findings: (a) that as many as possible of the University members ought to be involved in the planning process, and (b) that the process must be flexible yet centrally managed.

In order to begin the process of institutional planning as well as to begin discussions about the role and mission of Seattle University in the mid-1970s and beyond, the Educational Testing Service's institutional goals inventory

(IGI) was administered in the spring of 1976. The IGI was administered using the Delphi technique, thereby allowing for feedback from the constituencies. The results also included reasons where consensus was lacking.

A number of factors limited discussion of the results of the goals inventory as well as the implementation of a proposed planning process. First, the new president and former provost began his first full academic year during the spring of 1976. The University administration was thus occupied with the normal problems associated with a new president. This was further complicated by the fact that the previous administration had not had time to get itself in place before the president had to retire, so that the normal University structures were still in a state of flux and did not provide the president with an already functioning and polished administrative structure. Further, a number of unusual ad hoc problems arose which pre-empted the time of the president and his council beyond what one would normally expect in a first year of a president. It soon became evident that no planning model could be implemented within the year. Fortunately, the University received added support and assistance at that time through its participation in a multi-year college and university planning study sponsored by the Kellogg Foundation and coordinated by the Academy for Educational Development (AED) of Washington, D.C.

The AED-Kellogg study enabled Seattle University to consolidate its planning/management team while preparing for long-range planning in a systematic way. This was accomplished through a series of conferences and workshops, the use of a planning manual, and the availability of a planning consultant.

During a three-day, on-site visit in November, 1976, the AED consultant and the University's planning assistant reviewed the planning progress to date, developed the data components necessary to yield a comprehensive plan, and prepared a chart detailing the sequencing of each component plan.

Throughout the next year, the planning at the University was devoted to gathering the necessary data and information to support the various components of the plan. These data were shared with the University through the Planning Advisory Council.

Since its formation in February, 1977, the Planning Advisory Council (PAC) has served as a reviewing and advisory group to the president and the planning staff. Composed of representatives of the various groups on campus, the Council provides the primary source of qualitative input to the planning effort. The University mission statement, physical plant evaluation, institutional goals inventory results, and analyses of campus facilities are the kinds of information presented to PAC for membership review and comment.

To insure compatability between the informational gathering phase of the University's re-accreditation self-study, and long-range planning, PAC members were assigned to each of the self-study task forces in November, 1977. For the next 14 months, Council activities were focused on the self-study. In the meantime, the Planning Assistant provided support to the self-study effort while continuing to develop a data base able to support comprehensive planning at Seattle University.

Preparation of the Five-Year Planning Report

In September, 1978, the president re-established the provosts's office under a new title, educational planning and development, and hired Gregory Lucey, S.J., as the new vice president. George Pierce's title was changed to director of planning and two half-time positions were created to provide the support necessary to assist in the University's planning and program development efforts. The two positions, planning analyst and research analyst, are respectively held by Robert Grimm, S.J., and Mary Savela. The planning office is to give greater effort to the development of a comprehensive planning process as well as to the development of new educational programs and the review and assessment of existing programs. An extensive data gathering process was begun in September. The earlier data components were enlarged and modified as the data gathering proceeded through March and April. Environmental data was researched, compiled and analyzed for impact on Seattle University. Enrollment statistics were reviewed and analyzed to assess the immediate past ten year pattern. Statistics on educational programs and University personnel were compiled in a way so as to allow for resource and outcome assessment of each major academic division (i.e., school and college) of the University. Previous budget and financial activity of the University was reviewed and analyzed to determine revenue and expenditure patterns over a three year period. The University's facilities were analyzed in light of their condition, distribution of space, and utilization of that space. The immediate neighborhood of Seattle University was assessed to determine the impact of such things as housing, parking, and zoning on the campus.

From April through June the planning staff incorporated the data and information and made judgements about the five year future of Seattle University. Assumptions about the University's future external environment were made. Predictions of the enrollment pattern over the next five years were established. Changes in the personnel profile and programs were presented. Financial implications for the University were drawn. Adjustments to the campus and its facilities were recommended.

Throughout this past year members of the Planning Advisory Council continued to provide advice, criticism and recommendations to the planning staff. Each member sat on one of five committees--environment, enrollment, programs and personnel, financial, and facilities--in addition to their participation in monthly council meetings. The planning staff made status reports and presentations on the major sections to the president and his cabinet on several different occasions during the winter and spring.

In June, the results of the planning staff and Planning Advisory Council's efforts were compiled into a planning document. The purpose and scope of this document is explained in the preamble.

PREAMBLE

What is this document you are reading?

Is this the "Blueprint" for the future of Seattle University? Is this the "Masterplan" conceived by the few to be borne by the many?

This document is not a blueprint nor a masterplan. It is, rather, the first of a series of annual reports to the President and Trustees on the progress of the formal, comprehensive and systematic planning process at Seattle University, a process begun in 1975. Although this document is addressed to the President and the Trustees, it is intended to provide information and to provoke debate throughout the University community. The more widely this document is read, the more intensely it is discussed, the more fully it is digested, the more successful will be this effort in the eyes of its authors.

Planning is based on the conviction that decisions made today impact the future. Peter Drucker defines planning as deciding with an awareness of the future dimension of the decision. In order to be aware of the future dimension of Seattle University the decision makers need to know, first, the present condition of the University in all its complexity and uniqueness; they require knowledge of the past and present of the institution in a functional form that enables them to understand the implications for the future. Secondly, decision makers need to grasp as fully as possible those external environmental factors which have a vital impact on the University. Thirdly, University decision makers at all levels need a shared purpose, a shared understanding of the basic mission of Seattle University.

Three elements are interrelated in the planning process: (1) the mission, (2) the environment, and (3) the present condition of the University. This report addresses itself to these three elements. The mission statement of Seattle University is presented along with a series of planning parameters drawn from that statement. This report presents the best data available on the environmental factors perceived to have a significant influence on the University. A portrait of Seattle University is drawn; information is supplied on the history and current condition of the institution and some projections of its future direction are made. The University portrait focuses on five areas: (1) enrollment, (2) academic programs, (3) personnel, (4) finance, and (5) facilities and campus development.

Data and dialogue are two essential ingredients for effective planning. Sound decision-making requires accurate, functional data and ongoing dialogue throughout the University community. The dialogue is based on the data and on a shared understanding of the mission of the University. The function of the planning office is to collect, analyze and coordinate the data and to encourage the dialogue.

This document is intended to serve as a major reference point in the ongoing community dialogue. It summarizes much of the dialogue that has already occurred, it reports the new data compiled in recent months, and it offers future projections where appropriate and feasible. The planning report invites a response from all members of the University community to consider the future of Seattle University as it stands on the threshold of the eighties.

CHAPTER I

SEATTLE UNIVERSITY MISSION STATEMENT

Seattle University has been guided by the objectives and purpose statement as found in Article I of the Statutes (1967). It has also been published in each University Bulletin during these years. This statement underwent review and discussion by the University in 1972. The so-called Battelle statement and goals were an outgrowth of that review and a further expression of the University's mission.

In the course of the last two years, the University community has developed a re-expression of its objectives and purpose. Against the background of the results of the Institutional Goals Inventory, this reformulated mission statement has undergone review and comment by all members of the University community.

The following statement, then, represents a University consensus on the objectives and purpose of Seattle University which guide it today and into the future.

TODAY'S MISSION. Seattle University has articulated a tripartite contemporary mission emphasizing:

Teaching
Growth of Persons
Preparation for Service

Teaching. Seattle University is a teaching university. Its principal mission is to communicate knowledge and skills to its students as well as to develop habits of thought which will follow them throughout their lifetimes. The research activity of the University has its primary focus in the support of teaching. Seattle University's basic nature as a teaching institution is expressed in its selection of programs, its choice of faculty, its allocation of resources, and its incentive and reward systems.

On the undergraduate level, Seattle University is a career-oriented liberal arts university. The University consciously builds its undergraduate teaching mission on a core curriculum required of every student, the focus of which is to liberate the mind and develop the person to respond to a variety of experiences. Thus, Seattle University carries on in a contemporary setting the Jesuit tradition of a liberal education closely related to careers and professions. With this humanistic education the student is better prepared for the traditional careers such as teaching, nursing, business and engineering, and for new careers such as special education, health information services, community services and police science.

At the graduate level, Seattle University focuses its resources and programs on the advanced education of the working professional. The design and scheduling of graduate offerings reflect this mission. It does this in traditional and in newly developed areas of professional competence. In this way Seattle University offers opportunities for development and advancement to the working professional and responds to manifest educational needs of the community.

Growth of Persons. Seattle University's educational mission is to make a contribution to the well-rounded development of every one of its students. Central to this aspect of the mission is the academic and intellectual development of each individual, whether it be a freshman honors student or a part-time graduate student in public administration. In such demanding intellectual development, Seattle University recognizes itself and its mission. Parallel to this aspect is the task of nurturing the entire range of the social, emotional, aesthetic, and physical capacities of every student. In such broadening development of human powers and abilities, Seattle University recognizes itself and its mission.

Essential to the authentic growth of persons in the perspective of Seattle University is the ethical, moral, and religious development of each student. This is a dimension of every educational activity in which the University engages. In this deepening of the self-understanding of each student, Seattle University recognizes itself and its mission.

Seattle University sets this goal of holistic development before itself while recognizing that its ability to contribute to the growth of each student varies with the individual situation, personal needs, and degree of contact between the University and the student. The degree and quality of growth is aided by the value Seattle University places on community. The broad personal growth of each student is best achieved in a community that has a climate of mutual trust and respect and a shared commitment to the general goals of the institution.

Preparation for Service. Seattle University proposes to educate leaders for service--men and women who have the competencies and the motivation to improve not only their own personal lot but that of their neighbors and fellow citizens. The "growth of persons" must be a growth of "persons for others".

The mission of service is expressed in the selection and development at Seattle University of educational programs which offer special potential for contributions to society. The University has developed and continues to develop special curricula which respond to the needs of the educational, business, financial, and governmental sectors of our community. Seattle University's investment in education for human service careers, both traditional and developing, is an expression of this mission of services.

As a Jesuit university, Seattle University has a special relation of services to the Catholic, Christian, and religious tradition from which it has sprung. It expresses this both by studying and teaching this Catholic, Christian, and religious tradition, and by helping to form new generations of leaders with sensitivity for and dedication to the religious dimension of human life.

The religious tradition from which Seattle University has come should be most fundamentally a strong source of motivation for its mission of service to the wider and more diverse community of which it is a part.

CHAPTER II

PARAMETERS FOR INSTITUTIONAL DEVELOPMENT

The mission statement of the University expresses the consensus of the community as to the overall purpose of this institution. Of necessity the language is general and the concepts are broad. To make this statement more readily applicable to the decision making process of the University, a set of parameters were developed by the vice president for educational planning and development in consultation with the cabinet and the planning advisory council. These parameters are intended to focus the mission statement on specific areas of institutional development. They have not received any form of formal approval. The parameters are intended as another intervention in an ongoing dialogue to bring a better sense of direction in the future development of Seattle University.

1. The highest institutional priority is given the teaching-learning function within the University.

2. Research is appropriate as a support to the teaching-learning function.

3. Because post-baccalaureate programs focus on professional education, community service and applied research are a more appropriate support to the teaching-learning function than basic research.

4. All undergraduate programs are consciously built on a solid base of liberal arts. The professional undergraduate programs are characterized by the integration of a career orientation with the humanities.

5. Post-baccalaureate level programs focus on advanced professional education for the working, part-time student.

6. Program development, in response to the educational needs of the community, will adhere to standards of high quality in content and instructional methodology and will be characterized by flexibility in exploring new programs, in phasing out dated programs and in designing delivery systems.

7. Within the educational mission of the University the task of nurturing the entire range of social, emotional, aesthetic and physical capacities of the students is parallel to their intellectual development.

8. The ethical, moral and religious development of the student is essential to the authentic growth of persons in the perspective of Seattle University.

9. The institutional structures (organizational and physical) should reflect the importance of community for the achievement of the educational mission of the University and thus should foster the development of the essential ingredients of community: mutual trust and respect and shared commitment to the same mission.

10. Student services (academic and other) should attempt to meet the needs of the varied and changing student populations.

11. In the selection and development of new educational programs, significant consideration should be given to the degree to which the program fosters an attitude of service in students.

12. Seattle University continues to develop special curricula in response to the needs of the educational, business, financial and governmental sectors of our community.

13. Human service career preparation is an appropriate expression of the University's mission of service.

14. As the major Catholic university in the area, Seattle University is committed to serve the religious needs of the community and, in a special way, the needs of the Catholic church in the Northwest.

15. The University will model the service orientation it seeks to engender in its students, by bringing its competencies to the service of the wider and more diverse community of which it is a part.

16. The value orientation which characterizes Seattle University (commitment to teaching, integration of humanities with career orientation, holistic development, the religious dimension of human life and service of others) is expressed through the choice of faculty and administrative personnel, the selection of programs, the allocation of resources and the system of incentive and rewards.

17. Breath of educational perspective is more consistant with the orientation of Seattle University than narrow specialization.

18. Diversity and pluralism are valued while a distinctive value-orientation is maintained.

19. Educational programs, as the expression of the mission of the University, are the starting point in the development of facilities and the allocation of resources.

CHAPTER III-1

THE ENVIRONMENT OF SEATTLE UNIVERSITY

The history of Seattle University has been influenced, in large part, by certain environmental factors, particularly the post-war baby boom of the 1940s, the expanding economy of the 1950s, the U.S. military draft and the Vietnam War in the 1960s, the Boeing Company cut back and the advent of the Alaska pipeline in the 1970s. Future environmental trends, then, can and should be anticipated, thereby directing Seattle University's future toward a positive threshold for the 1980s.

This section of the planning report (1) attempts to describe some of the important current factors influencing the environment which affect Seattle University, and (2) states which direction these factors are likely to assume during the next five years. Finally, where it is appropriate, the impact of these factors on Seattle University will be noted.

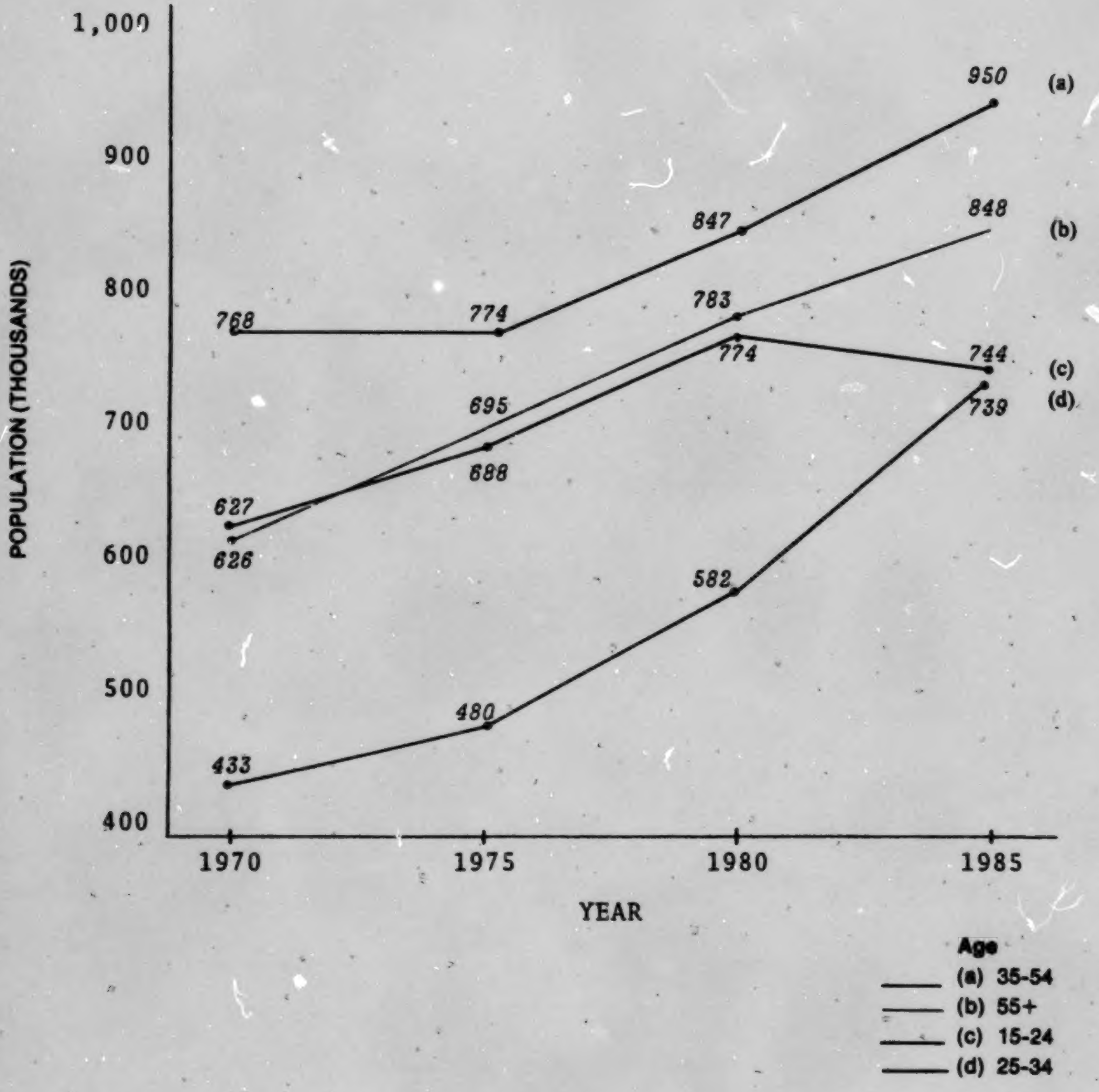
In order to describe today's environment, data and information were gathered from over 25 knowledgeable sources. (See Appendix III-1A.) These data were analyzed both with respect to their reliability and to their present or future impact on the University. (See Appendix III-1B.) For purposes of this report, environment is geographically defined--the United States, State of Washington, Central Puget Sound Region (King, Pierce, Snohomish, Kitsap counties), and metropolitan Seattle.

Below is a summary description of five environmental factors based in a large part on the Environmental Assumptions.

Population--The population of the United States will increase from its present level of about 215 million to approximately 235 million by 1985, representing a growth rate of about 0.7 percent per year. This overall increase will occur while the birth rate is falling. The predominant group will be composed of individuals born between 1945 and 1965, who will be from 20 to 40 years of age by 1985. Also, there will be great growth in the number of people over 65 years of age by 1985. Washington state's population is expected to grow 200,000 from 1979 to 1981, from 3.9 million to 4.1 million. The state's increase is due and has been due to in-migration which is particularly affecting Kitsap and Snohomish Counties. This growth is similar to the pattern experienced in California during the 1950s and 1960s. Seattle's population will remain relatively constant at 500,000-503,000. Between 1980 and 1985 in Washington, the 25-34 year old group and the 35-54 year old group will increase at a rapid rate. The number of persons 55 and over will increase but at a less dramatic rate while the 12-24 year old group will decrease. The chart on page 14 illustrates the increases and decreases of these age groups in the state since 1970. Presently, there are more women and men younger than 35 than older; this pattern will change between 1983 and 1985 when there will be more men and women older (over 35) than younger. The rate of population growth for minorities is four times the rate of whites in the state. This is particularly true in Seattle.

Energy--The high cost and potential shortage of energy will make the United States highly vulnerable and dependent upon foreign sources of oil through the mid-1980s. There will be an emphasis on energy conservation but it will have little affect on the availability of oil products. Production of nuclear energy will continue to increase but at a much slower pace than during the 1970s because of public uncertainty over the safety of the energy source as well as continued opposition from environmentalists. Developments will attempt to transform the dependence on the present energy base from oil to solar, tidal and/or wind. Washington state will experience a similar trend of unavailability and high cost of oil products as well as a go-slow approach to nuclear plants. The Puget Sound Power and Light Company, for instance, predicts brownouts, blackouts, and a general

FIGURE 1
WASHINGTON STATE POPULATION BY AGE GROUP



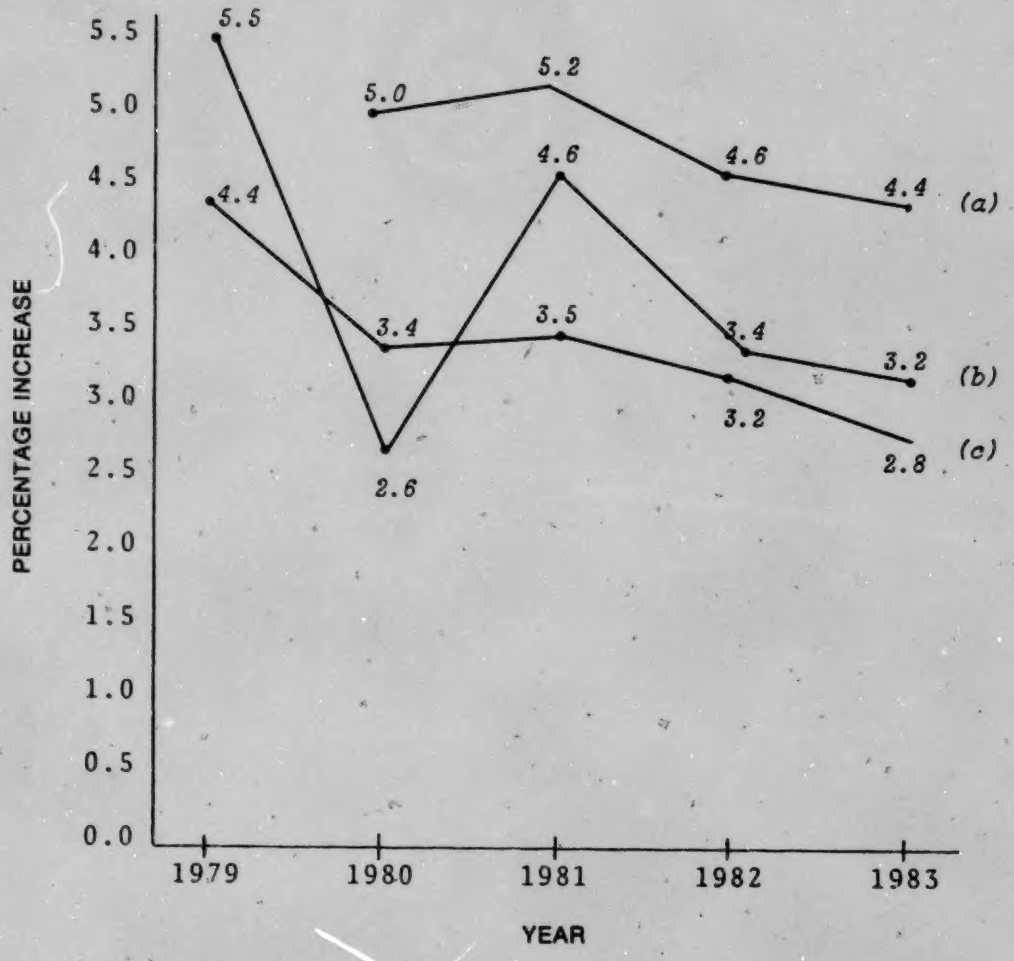
Source: *Economic Forecast for Washington State*, Office of Financial Management, December, 1978.

inability to provide quick and efficient service to its clients because existing generators cannot meet the needs of an increasing population. Puget Power officially cites environmental delays in completing the Skagit River project as the reason for lack of generator support. At this time, Seattle City Light officially does not forecast any serious problems in delivering electricity to its clients. Seattle Steam Company, the main supplier of heat to Seattle University, will not eliminate service during the early 1980s.

Economy--The national economy will continue to grow overall through the early 1980s but with a possibility of a recessionary period to hit during 1980-81. The real Gross National Product will grow about three percent per year over the next decade. The energy problem will complicate economic expectations. The total number of employed will continue to grow. The economy will continue to be a capital and technologically intensive type, requiring specific knowledge skills. There will be a significant shift to a high services economy, accompanying the "delivery of services" type government. An information economy is emerging based upon the production, distribution, and consumption of knowledge, which will require more graduate and professional education. Sophisticated technology and changing occupational patterns lead to a vastly more complex society marked by increasing interdependence upon each sector of the economy. There will be a growth in variety if not in volume of employment in the 1980s. Seattle and the State of Washington are experiencing an economic boom led by growth rates in the service economy and personal income. Inflation, however, is at a very high level, cutting into purchasing power. Figure 2 indicates wage and salary employment (income earned through wages and salaries, excluding fees for consultancies, etc.), with the two sectors of manufacturing and service, and the percentage of year to year increase. The state's economy is expected to maintain its growth but it will expand at a smaller rate following

FIGURE 2

YEAR-TO-YEAR PERCENTAGE INCREASE OF WASHINGTON STATE WAGE AND SALARY EMPLOYMENT WITH SERVICE AND MANUFACTURING SECTORS



INCOME SOURCE

- (a) Service
- (b) Manufacturing
- (c) Wage & Salary Employment

Source: *Economic Forecast for Washington State*, Office of Financial Management, December, 1978.

a strong positive trend in 1981. Manufacturing (partially reflecting the Boeing situation) will experience the greatest fluctuations with the service areas maintaining higher rates of growth over the five year period. The metropolitan Seattle area will be a major finance and transportation hub of the United States.

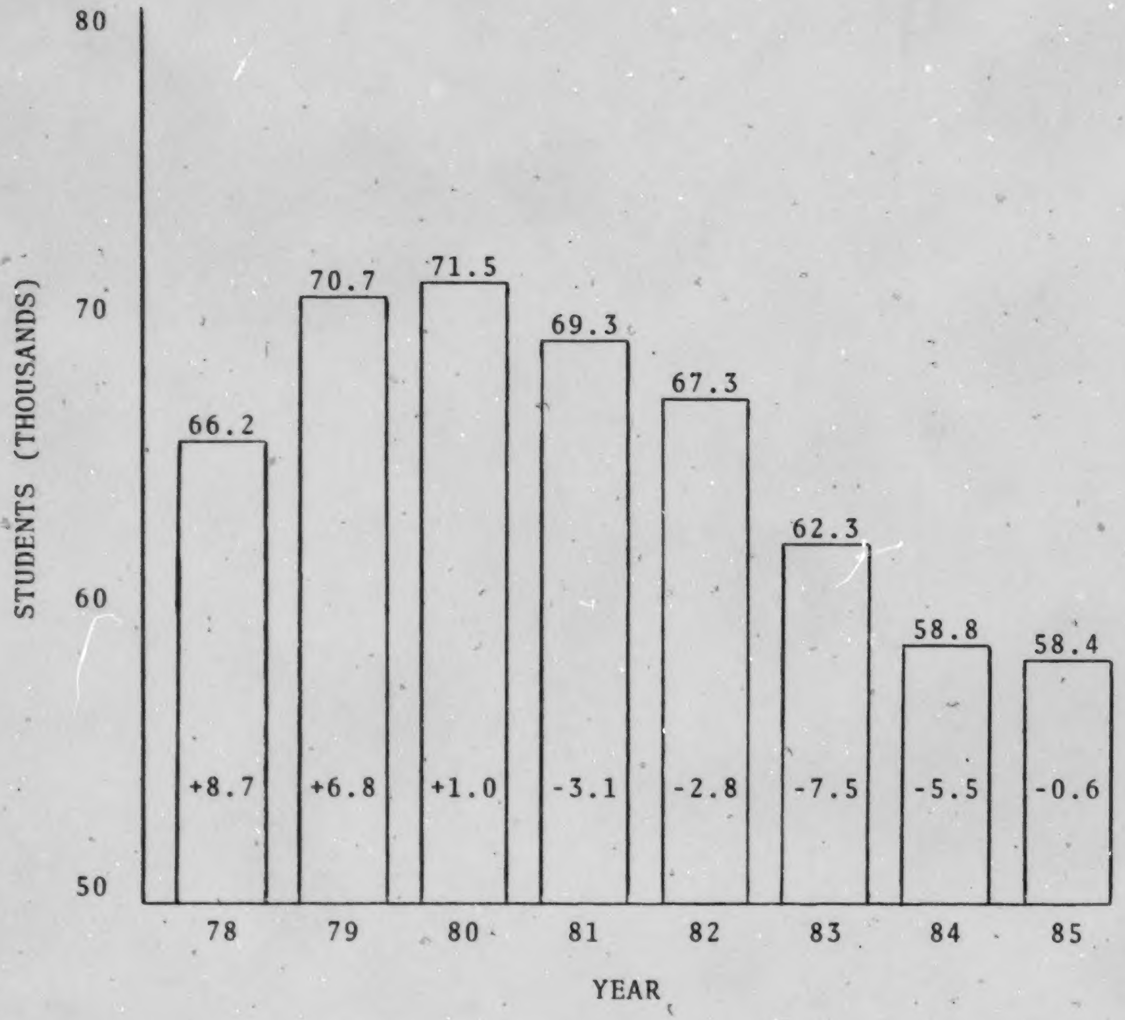
Employment--As the United States moves into the early stages of a post-industrial society, work will be largely intellectual, or at least, highly skilled. Work will be largely white-collar, with appropriate recognition and awards. A technology-intensive services society will require capabilities provided by higher education to more people. Education will become an industry, and people will be paid in proportion to how much they improve their capabilities and competencies as professionals. Licensed professionals will be required to demonstrate continued professional competence in order to maintain a license to practice. There is the expectation of more leisure to enjoy the better things of life. As technological development increases, a larger variety of specializations are spawned, and to gain access to these specialized skills there will have to be a large variety of training and educational programs. In this state, service workers are the fastest growing labor group, mirroring the rate of growth in that sector of the economy. White collar workers presently make up the largest proportion of employment, a proportion that is expected to increase by 1984.

Higher Education--In the United States, total higher education enrollment will increase slightly between the years 1980 to 1984; however, the increase will come primarily in the community colleges and graduate schools. Four-year institutions will experience a six percent enrollment decrease during this same period. Part-time enrollments will continue to increase at the continuing and undergraduate levels but will not offset the decrease in full-time student enrollments. Occupational programs and applied skill areas will become increasingly popular thereby making more attractive to potential students community college training and first-time professional degree programs (particularly on the graduate level). Adding to the decrease in undergraduate colleges is an expected 20 percent decrease in 18 year-olds going to college and a 10 percent decline of high school graduates from 1980 to 1984. In addition, it is expected that fewer of those high school graduates will continue immediately after graduation. The relatively strong economy and job opportunities will be contributing factors along with the perception of a declining value of a college degree. Corporate giving to higher education is expected to keep pace with the overall positive economic outlook. In colleges and universities throughout Washington State, there will be a decline in total first year freshmen, in the number of transfers from community colleges, and in average student credit hours. Part of this trend can be attributed to the fact that the state is in the midst of a high school graduate boom, one comparable to the post-war baby boom. As the number of graduates begins to drop off, the percentages of decreases are noticably larger. Figure 3 shows the projected state high school graduating class population, public and private, with the percent of year to year change, for the years 1978-1985. This bar graph shows a large growth in numbers through 1980 and then a steady decrease. It is not expected that in-migration or attrition will disturb this pattern or vary its magnitude to any appreciable extent.

Implications for Seattle University--Out of a list of 69 expected factors culled from the environmental assumptions, the Cabinet and Planning Advisory Council considered the following factors to have the most potential impact on Seattle University, along with the year the greatest impact is likely to be felt on the University.

FIGURE 3

PROJECTED WASHINGTON STATE HIGH SCHOOL GRADUATING CLASS POPULATION WITH PERCENT OF YEAR-TO-YEAR CHANGE



Sources: Washington State School Districts 1970 and 1977 Demographic Profiles, and High School Graduation Statistics, Superintendent of Public Instruction, March, 1978.

1. In the United States, the number of eighteen year-olds going to college will decrease by 20 percent during the 1980s. (1983)
2. In the state, 26 percent of the same year high school graduates will enroll in college in 1985 versus 44 percent in 1978. (1983)
3. In the state, there will be 19 percent fewer 18 year-olds in 1985 than in 1975. (1984)
4. In the United States, there will be a 13 percent decline between 1978 and 1990 of 18-25 year olds. (1983)
5. In the United States, four-year institutions will experience a six percent enrollment decrease from 1980 to 1986. (1983)
6. In Washington, there will be a decline in total high school entrances, in average student credit hours, and in number of transfers from community colleges. (1982)
7. In the United States, corporate giving to higher education will keep pace with the economy. (1981)
8. In the United States, part-time enrollment will rise reflecting interest in continuing and adult education as well in part-time evening degree programs. (1981)
9. In the state, the age group of 17 and under will represent a declining share of the total state population. (1983)
10. The metropolitan Seattle area will be a major finance center and transportation hub. (1983)

Some of the implications for Seattle University derived from what environmental events are expected to occur are as follows:

A. Implications for Enrollments

- The total student population will continue the trend of being older. This will be true for the undergraduate as well as graduate population.
- Attrition among full-time undergraduates will increase as students find entry level job openings which do not call for a college degree.

- Tuition will need to rise annually to keep pace with inflation.
- More students will desire to live on campus because of Seattle's housing shortage and rising energy/transportation costs.
- Without additional support facilities and resources to aid in recruitment and retention, Seattle University is at the limit of its ability to serve educationally disadvantaged students, this at a time when the general availability of such students is growing.
- There will continue to be more women students, particularly in the business and professional areas.
- There will be an increased availability of part-time and evening students while the potential full-time student population will decrease.
- There will be more competition from public institutions, as well as other independent schools, for students, particularly for first-time freshmen and continuing education students.

B. Implications for Academic Programs

- The time-shortened degree programs will continue to be attractive to potential students and their parents, but there will be an increasing need for concentration in applied and career-based programs.
- There will be an increasing need for different types of delivery systems, i.e. off-campus programs, weekend college.
- Student support services will need to be focused on the changing student clientele and on programs which will be available during evening hours.
- Learning skills programs should be expanded, particularly if a policy decision is made to increase recruitment of educationally disadvantaged students.
- An increase of potential minority students would indicate a need for programs of study which would focus on cultural aspects.
- The growing awareness of the Pacific rim and Seattle's geographic position would indicate the appropriateness of a Pacific cultures program.

- The economic and employment indicators point to a continued emphasis on professional programs, particularly those related to human services.

C. Implications for Grants and Endowments

- There will be more competition for the charitable dollar from public institutions.
- Softmonied funding of programs on which the University is dependent for enrollment is of high risk to the institution because completion of grant can seriously disrupt the continuity of the program's enrollment.
- It is important to relate programs to the present and future training needs of government and private industry.
- Seattle University's investment portfolio will increase in worth.

CHAPTER III - 2

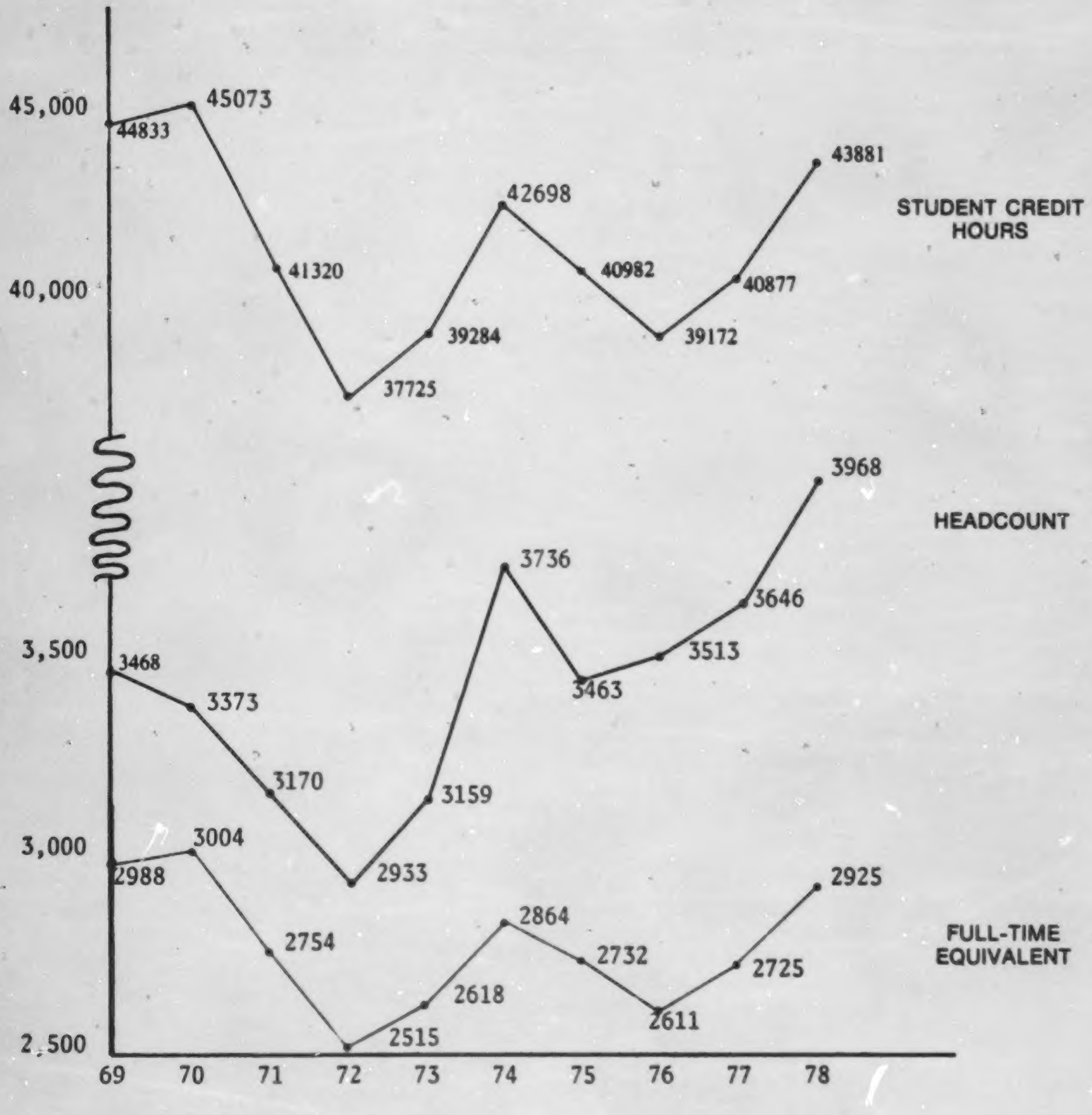
THE ENROLLMENT AT SEATTLE UNIVERSITY

Enrollments at Seattle University have climbed to near record levels in the past four years. Not since the mid-1960s has the University seen nearly 4,000 students on its campus. A number of factors have combined to produce this growth. The most important has been the University's development of new programs to tap a demonstrated community educational need. In addition, the population boom between 1953 and 1977 in Washington State has increased the college-age population. And, with the exception of the very early 1970s, the market for college-educated people has been fueled by a rapidly-expanding economy.

Figure 4 presents the University's enrollment from the fall quarter 1969 to fall quarter 1978. There are three curves shown: (a) the middle or black curve indicates the total headcount enrollment for Seattle University; (b) the lower or green curve is the full-time equivalent (FTE) enrollment; and (c) the upper or red curve indicates the total number of student credit hours (SCH) taken during the years indicated. Full-time equivalent and student credit hour figures are each indicative of the degree to which Seattle University students are pursuing course work at the University.

Full-time equivalent is a standard indicator for determining the full-time part-time mix of the student population. For instance, by comparing the 1969 FTE and headcount figures with those of 1978 we can determine that only 74 percent of the total fall 1978 students were taking an equivalent of a full load of instruction as compared with 86 percent of the total number of students enrolled in fall 1969. (Figures derived by dividing headcount into FTE.) Another indicator of academic participation by the student population is the student credit hour figure.

FIGURE 4
TEN-YEAR ENROLLMENT PATTERN
BY FALL HEADCOUNT, FTE* AND SCH



Source: *Registrar's Report*, Seattle University

---

*Calculated by undergraduate SCH ÷ 15 for undergraduates and graduate SCH ÷ 9 for graduates.

Student credit hours measure the exact number of credit hours taken by the enrolled students during any given quarter (or year). Therefore, we can determine that the average student enrolled in Fall 1969 received 12.9 credit hours as compared with the average student in Fall 1978 who received 11.1 credit hours. (Figures derived by dividing headcount into SCH.) Student credit hours also set the basis for determining tuition revenue. Both SCH and FTE figures are important measures in planning, factors which will be considered later in this section.

As indicated above, the main variability that exists between the headcount, FTE and credit hour figures is the degree of instruction (number of courses) each student is pursuing. Therefore, the more courses each student is taking the higher the FTE and SCH figures; the lower the amount of courses taken, the lower the two figures. Figure 4 indicates FTE and SCH figures have followed the same general pattern of the headcount enrollment with two exceptions--(1) in 1970, when a larger proportion of enrolled students were taking a greater number of credits, and (2) in 1976, when a larger proportion of students from the previous year were enrolled for fewer credits.

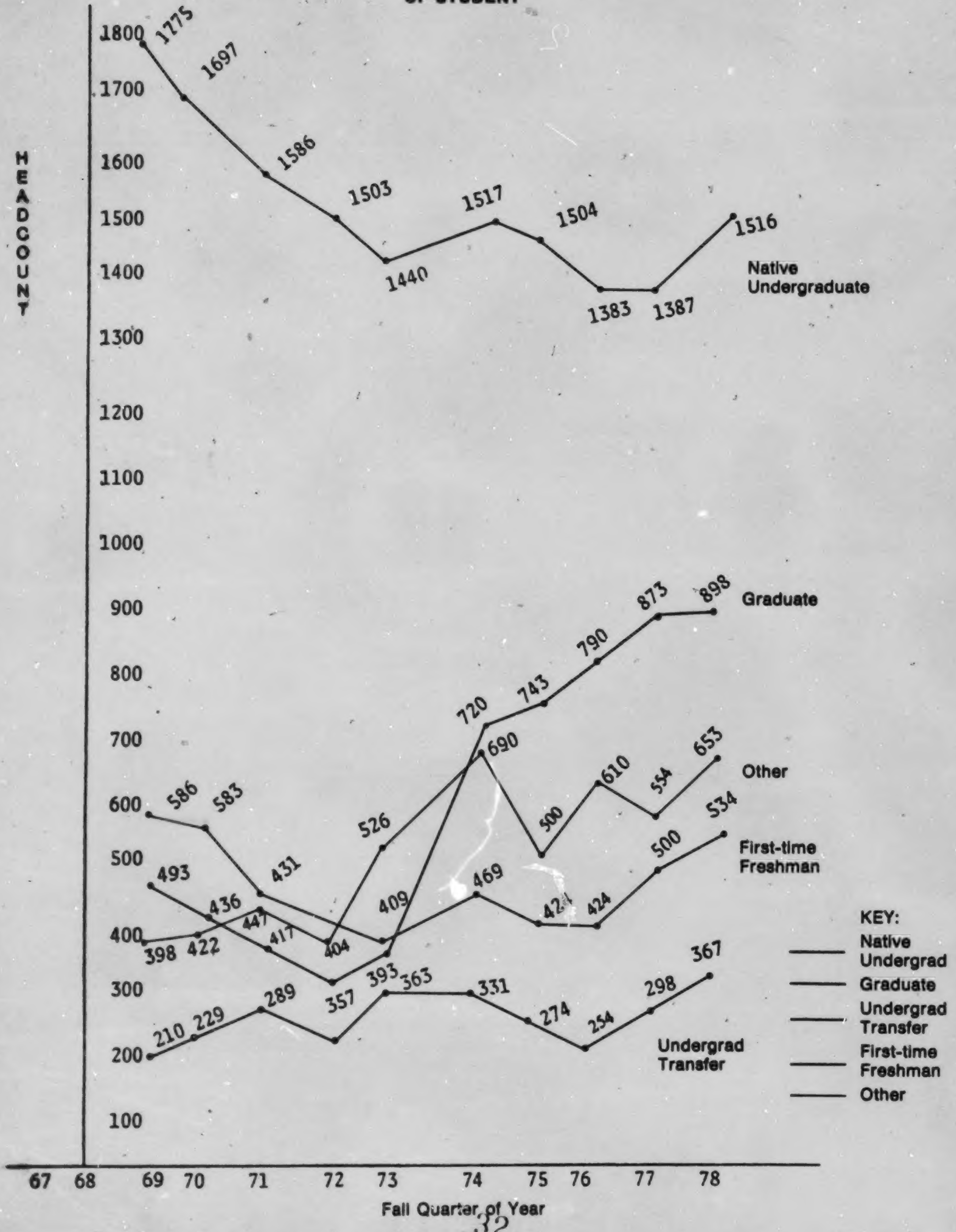
Enrollment by Source of Student

Figure 5 shows Seattle University fall enrollment (headcount) since 1969 by source of student--(1) first-time freshman, (2) undergraduate (ugrad) transfer, (3) continuing (native) undergraduate, (4) graduate student, and (5) other (including special, transient, and fifth year students). The lines indicate the patterns of enrollment behavior during the ten year period.

For purposes of this report, the decade has been considered within four different enrollment periods, depending on the increase or decrease pattern of enrollments: (1) 1969-72; (2) 1972-74; (3) 1974-75; and (4) 1975-78. A matrix listing some of the factors contributing to Seattle University's

FIGURE 5

FALL ENROLLMENT BY SOURCE OF STUDENT



enrollment during these periods is found in Appendix III-2A. A summary of these factors is presented below.

Enrollment period 1969-72--Nationwide the Vietnam war was winding down. Increased G.I. benefits were being offered to students in the country. During this period there was a steady increase of Washington State high school graduates. Interestingly enough this graduate increase occurred during a period of an overall 15 percent decrease in Seattle University's enrollment with a similar decrease in student credit hours. A 45 percent tuition increase occurred during this period and Seattle University had its largest graduating class of the decade in 1972.

Enrollment period 1972-74--Washington State saw its largest high school graduating class of history in 1974. The number of students transferring from Washington State community colleges decreased. New programs in police science/criminal justice, Montessori, and rehabilitation were started in 1973 in an attempt to address community educational needs. This period saw a 22 percent increase in enrollment with a commensurate 12 percent increase in credit hours. Tuition increased over 10 percent during the two year period.

Enrollment period 1974-75--During this period a general decline in numbers of state community college transfers occurred. Partly because of this general decline and partly due to the exhaustion of the police science market Seattle University saw substantial decreases in transfers from state community colleges. A new graduate program in public service was initiated. A slight decrease in enrollment and credit hours occurred during this year. The Fall, 1974 total headcount figure is inflated due to one-time inclusion of theology off-campus students (now included under "special" category).

Enrollment period 1975-78--The third largest high school graduation class in the state's history graduated in 1978. Transfers from community colleges to four-year institutions began what has continued to be a decreasing trend. Nine new academic programs were added including: alcohol studies (1975); special education (1975); allied health (1977); Matteo Ricci (1977); graduate rehabilitation (1975); corpus (1976); transportation engineering (1977); accounting (MSA) (1975); and, doctorate in educational leadership (1976). Seattle University graduated its largest class in 1976. This four year period brought a 15 percent increase in enrollment with a commensurate seven percent increase in credit hours. In 1976, the University went to a tuition charge by credit hour basis.

Enrollment Demographics and Trends

Based on statistical information about our past and present student population, the following trends can be observed since 1976:

- The ratio of women to men is increasing.
- The ratio of part-time to full-time students is increasing.
- First-time freshmen have been up. Matteo Ricci College Form II students have contributed significantly to this population for two years.
- Continuing students as a proportion of total enrollment are slightly decreasing.
- The 16-22 age group represents the largest proportion of students, but that proportion has been declining while the proportion of the 23-29 age group and 30+ group are increasing.
- Overall enrollments in the Schools of Business and Science and Engineering have shown increases while Education and the Institute of Public Service have been decreasing. Nursing and Arts & Sciences enrollments have remained fairly constant.
- Foreign students are increasing. Non-white students are decreasing

in numbers and in proportion to total enrollment with the largest drops occurring among blacks.

In addition to these trends, other information concerning who our students are, why they come to Seattle University, and where they come from is presented below:

- Two freshmen surveys indicate our typical freshman student is from a middle to upper-middle income family, white, 18-20 years old, interested in business/professional careers, and requiring at least some financial aid.
- On four different surveys, students mention the most important reason they chose to come to Seattle University was good academic reputation, followed by had program desired, and expectation of close faculty contact.
- About 14 percent of our undergraduates come from outside Washington state. Nearly half of all undergraduates come from King County.

Enrollment Forecasts

While the State of Washington has been seeing increasing rates of enrollment growth the past several years, annual rates of enrollment growth observed in institutions of higher education throughout other parts of the United States have been decreasing. The rates of growth are smaller for three reasons:

1) growth in the sectors of the economy that draw heavily on college graduates has slowed substantially;
2) the size of the traditional 18 to 21 year old college age population is declining;
3) more importantly, indications are that fewer of these students are enrolling in college following graduation from high school.

These three factors are expected to continue through the 1980s, leading to national predictions that overall enrollment declines will prove catastrophic to some colleges. The State of Washington, and quite probably Seattle University, will be experiencing this enrollment decline in the mid-1980s.

Figure 6 indicates the 1978 market share of the state's high school graduates. Of the total graduates in that year, 56 percent did not continue on to college the fall of 1978 or went to college out-of-state. Of the 44 percent who did attend an in-state institution, 37 percent went to public institutions and seven percent went to state private institutions. Seattle University received 0.5 percent of state high school graduates in 1978. Figure 7 shows what is expected to occur to the 1985 high school graduates, based on American Council on Education (ACE) forecasts.*

The market share has shrunk depicting the 18 percent decrease in state high school graduates. The proportion of those graduates going on to college in 1985 will decline to 27 percent with 22 percent attending public institutions and five percent attending private institutions. Seattle University expects a 0.3 percent share of the state's high school graduates.

Forecasts of total enrollment for Seattle University are listed in Table 1. These forecasts assume that the selected trends exhibited during the 10 year period prior to 1978 will continue through 1983. The source-of-student prediction includes a high and a low forecast. Both forecasts assume:

1. the proportion of the 18 to 21 year old population enrolled in degree programs will decline to pre-1978 levels;

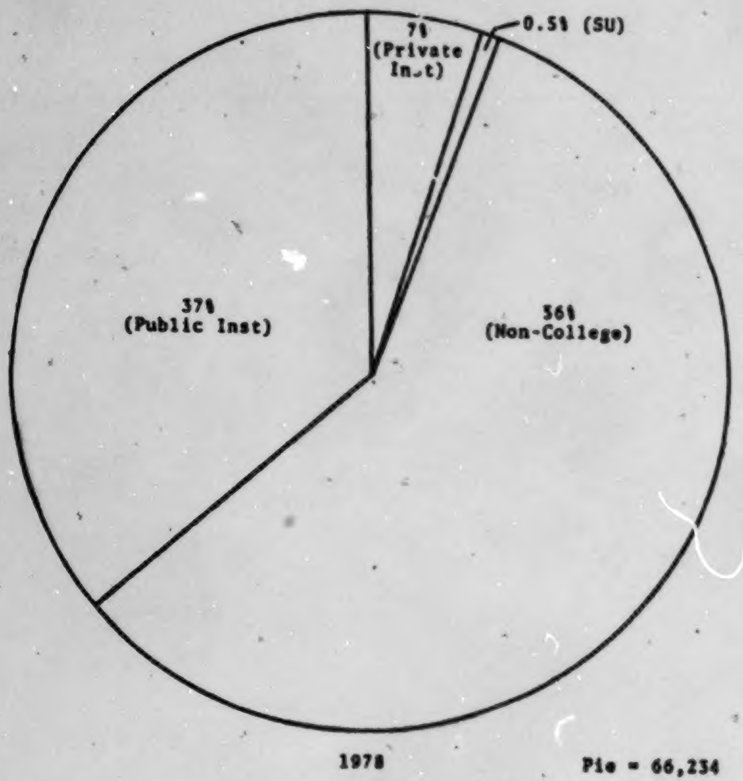
---

*The author of the ACE Report based her findings on regional shifts in 18 year olds, expected enrollment of 18 year olds in the home state, and migration patterns of students. Other assumptions contained in Figure 7 include: 1985 graduating class will not increase/decrease significantly; proportion of that cohort will attend college in same proportion to public-private institutions (85/15) as in 1978; and Seattle University's proportion of in-state first-time freshmen will be the same as 1978 level.

FIGURE 6

1978 MARKET SHARE OF WASHINGTON STATE'S

HIGH SCHOOL GRADUATES

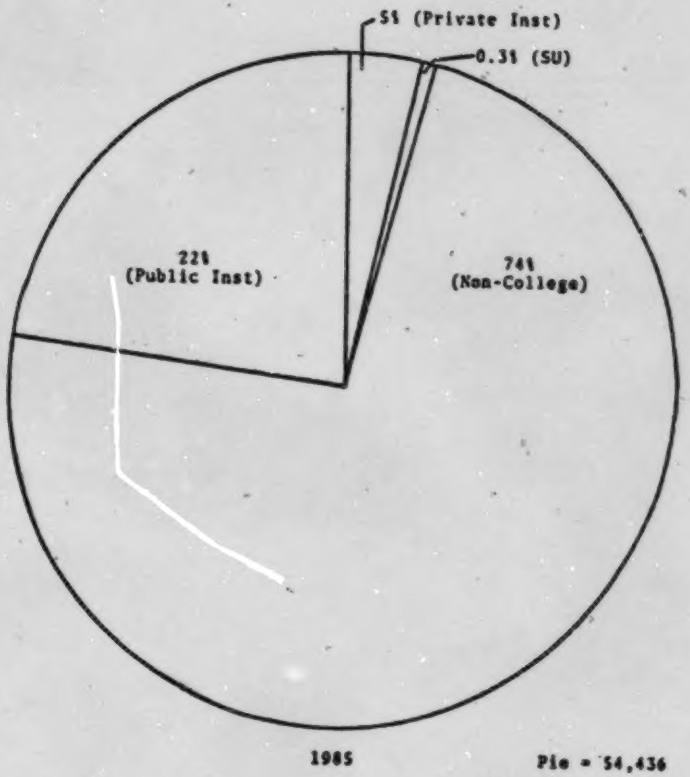


Source: Registrar's Reports, Seattle University, 1978.
Superintendent of Public Instruction, "High School Graduation Statistics," May, 1979.
Magarrel, Jack, "Enrollment Dip Indicated," The Chronicle of Higher Education, January 8, 1979.

FIGURE 7

PROJECTED 1985 MARKET SHARE OF WASHINGTON STATE'S

HIGH SCHOOL GRADUATES



Source: Educational Planning and Development Analysis based on Henderson, Cathy, Changes in Enrollment by 1985, Amer. Council on Education, Washington, D.C., June, 1977.
Magarrel, Jack, "Enrollment Dip Indicated," The Chronicle of Higher Education, January 8, 1979.
Superintendent of Public Instruction, Washington State School Districts, 1970 and 1977 Demographic Profiles, March, 1978.

2. local economy will continue to improve;
3. attrition levels will remain constant at 20-30 percent per year;
4. federal financial aid will remain at 1978 level;
5. new academic programs will continue to be developed at previous 10-year rate;
6. fifth year/special/transient student population will hold constant at about 15 percent of total enrollment; and
7. Matteo Ricci College freshmen will hold at 1978 levels.

A more detailed explanation of the projection and forecasts is found in Appendix III-2B.

TABLE 1

FORECASTS OF TOTAL ENROLLMENT

	Source of Student: High	Source of Student: Low	Projection	Preliminary Budget
Fall, 1979	4,031	3,893	3887	4,031
1980	4,146	3,956	3944	4,175
1981	4,249	4,042	4002	4,295
1982	4,232	4,064	4059	4,261
1983	4,232	4,037	4116	4,249

The source-of-student high forecast indicates sharp increases in first-time freshmen through 1981. The employment of marketing strategies and more sophisticated computer systems assistance are assumed to aid in attracting a larger proportion of recent high school graduates. The decline in numbers of this population plus the smaller proportion continuing in higher education will begin to affect enrollments by 1982 and contribute to a steady decrease.

Transfer students and graduate students will increase at a slower rate. Transfers will be "topping off" in 1981 while graduate students will continue to increase, but at a constant rate after 1980.

The low forecast calls for overall increases of source-of-student population groups through 1982 but at smaller levels than the other prediction. Under-graduate transfer student enrollments will fluctuate with increases lagging two years behind large increases of first-time freshmen.

The projection figures represent the results of applying a simple regression model in April 1979 to full-time and part-time fall enrollment data for the previous 10 years. The results of this analysis indicates a steady decrease of full-time students over the next five years with a corresponding increase of part-time students. Caution must be urged, however, in reviewing these projected figures. The margin of error is not low enough to produce a moderate degree of confidence.

The figures listed under "Preliminary Budget" were used in preparing the financial forecast. These figures were the result of a preliminary source-of-student forecast completed in May, 1979. Information on the status of Fall, 1979 enrollments plus additional enrollment analyses has produced a scaling down of these preliminary figures as seen in the "high" and "low" forecasts. Figure 8 shows the full predictions plotted on a graph.

A conversion table is presented on the next page to assess the impact of enrollment increases or decreases on the University's revenue for the next five years.

FIGURE 8
TEN-YEAR HISTORY AND FIVE-YEAR FORECASTS OF TOTAL FALL ENROLLMENT AT SEATTLE UNIVERSITY

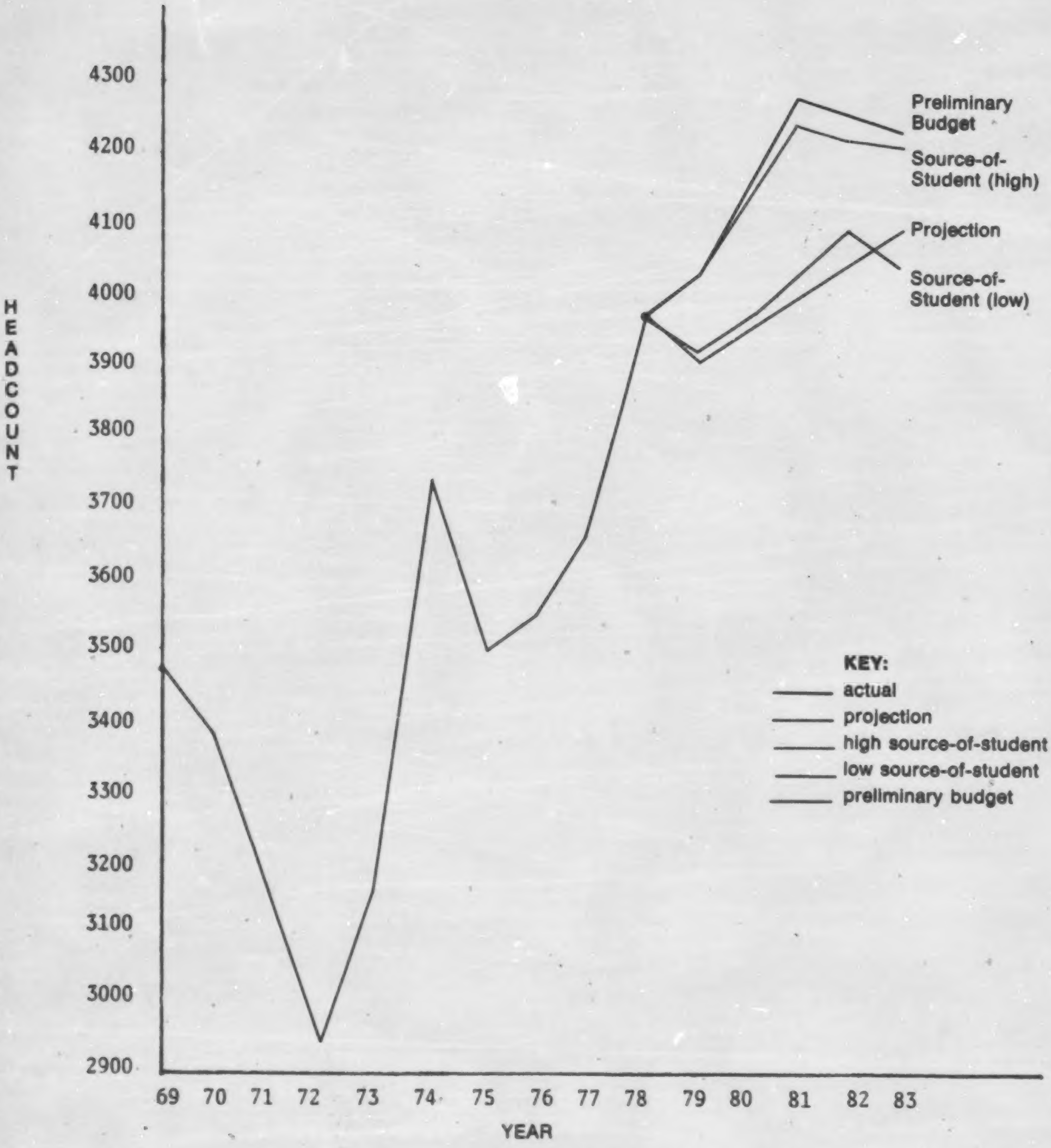


TABLE 2

TUITION IMPACT BY HEADCOUNT

Full-time (headcount)	1979-80	1980-81	1981-82	1982-83	1983-84
25	$ 75,679	$ 85,129	$ 95,344	$101,531	$108,124
50	151,357	170,258	190,688	203,063	216,248
100	302,715	340,515	381,375	406,125	432,495
Part-time (graduate)					
25	$ 27,749	$ 31,214	$ 34,959	$ 37,228	$ 39,645
50	55,498	62,428	69,919	74,456	79,291
100	110,996	124,856	139,838	148,912	158,581

Source: EP&D, Seattle University, June 13, 1979.

The above table lists the tuition revenue lost or gained, should the projection be off actual headcount enrollment by 25, 50, or 100 students. Figures are given for full-time and part-time student populations and are based on the average projected dollar per credit hour recovery rate for each year*. For example, if the Fall 1979 first-time freshman (full-time) projection falls 25 students short of those actually enrolled, a loss of $75,679 would be incurred by the University for fiscal year 1979-80. In contrast, a 50 student jump of graduate (part-time) students over the projection for the same quarter would produce a gain of $55,498 for fiscal year 1979-80.

---

*Figures include projected tuition increases of: 1979-80 = $67.27; 1980-81 = $75.67; 1981-82 = $84.75; 1982-83 = $90.25; 1983-84 = $96.11.

Future Enrollment Outlook

Based on Seattle University's enrollment pattern over the past 10 years, particularly since 1975, and on some foreseen University recruitment and environmental factors, some observations can be made on the enrollments for the next five years. These observations are listed below.

1. The student population will continue to grow to around 4,100 and peak in the fall quarter 1981 or 1982. A gradual decline then may be anticipated through 1984.

2. Full-time equivalent and student credit hour figures will not increase in the same proportion as student headcount enrollments. The availability of potential students for part-time study and the planned new academic programs are not expected to increase the average credit hour figure which will remain fairly constant at 11.0 to 11.3.

3. Increased in-state and out-of-state recruitment combined with more sophisticated marketing techniques is expected to yield a greater share of the potential full-time market through 1981-82, i.e. from 0.5% of state first-time freshmen to 0.6 or 0.7%. It will take considerably more resources to maintain this recruitment pace after that time due to increased competition and a shrinking availability pool.

4. The student population demographic will continue to represent the trend begun eight years ago, i.e. older, predominately white and female students who are enrolled for 10-12 credits.

5. Transfers from community colleges have the potential of producing an increased percentage of the University's student populations through 1984.

6. It is highly likely that by 1984 fewer than 60 percent of the students attending Seattle University will be day-time students.

7. Retention will become increasingly more important as the University strives to increase and then to maintain its enrollment over the next five year period.

Intervention Actions

The University could pursue numerous courses of action and alter the enrollment scenario described above. Some possible alleviations are described below:

1. Seattle University appears to be in an excellent strategic position for increasing the enrollment rate of adults, in particular, women and minorities. The state and the Puget Sound area's adult women and minority populations are increasing along with the area's economic growth. New programs, increased services, and flexible hours could draw this increasing pool of potential students to the University. Minorities, in particular, would seem to offer an immediate potential day-time, and thus full-time student pool. Seattle University's geographic location near the state's largest concentration of minorities cannot be overlooked. However, since many of the students are from educationally disadvantaged backgrounds there is a greater likelihood they will experience academic difficulties in college. Therefore, early remedial work and special student services will be required to maintain minority retention rates.

2. Matteo Ricci College presently draws students only from Seattle Preparatory School. The extension of this program to include other public high schools or even recruitment at the elementary or middle school level could help to insure a steady influx of first-time freshmen from the Seattle area. This group of students traditionally has represented the "core" of Seattle University enrollees.

3. Increased program articulation with community colleges could increase

the University's share of transfer students. Seattle University's geographic proximity to Seattle Community College makes it a logical "feeder" institution.

4. Lowering the cost of attendance may increase enrollment. One way of lowering cost would be to target a group who traditionally have not participated in higher education to a large extent and offer special tuition rates to them. A more manageable solution would be to target non-federal or state student financial aid to the group whose financial restrictions are the major determinant of their choice of institution.

5. The maintenance of high academic quality is vital to the University. Enrollment stabilization, the setting of enrollment ceilings, can afford Seattle University the opportunity to set priorities for channeling valuable resources where they are needed to assure academic quality.

CHAPTER III-3

ACADEMIC PROGRAMS OF SEATTLE UNIVERSITY

"Educational programs, as the expression of the mission of the University, are the starting point in the development of facilities and the allocation of resources." This basic assumption underlies the planning process described in this report. This section of the report is a first step toward a better understanding of current academic programs. The other educational programs under the direction of the division of student life will not be included in this year's report. There was not sufficient time to complete that portion of the study.

Academic programs are considered in five ways: (1) a brief summary of the academic programs; (2) a review of the kinds of data on resources and outcomes collected in an effort to build a data base; (3) some comparative analysis by schools based on the data; (4) a brief look at what has been done to get a reading on instructional productivity; and (5) a word on the progress toward developing criteria for academic program review and development.

Summary of Academic Programs

Seattle University is composed of eight major academic units: (1) the College of Arts and Sciences, (2) The Albers School of Business, (3) the School of Education, (4) the Institute of Public Service, (5) Matteo Ricci College - II, (6) the School of Nursing, (7) the School of Science and Engineering, and (8) the Graduate School.

The College of Arts and Sciences comprises 18 administrative subdivisions of which 12 are departments in a specific academic subject. The other six subdivisions are called programs although they vary widely as to whether they offer a degree, a certificate or simply a sequence of courses. In all, the College of Arts and Sciences offers 23 different undergraduate degree programs, four certificates, and a course sequence for a military commission. Through the Graduate School the College of Arts and Sciences also offers four masters degree programs and two post-baccalaureate certificates. Masters programs in philosophy and English have been suspended; the masters in history was discontinued.

The Albers School of Business is semi-departmentalized with three departments: economics, accounting and legal environment, and administration. The department of administration includes management, marketing, finance and quantitative methods. There are six undergraduate majors offered as well as the masters degree in business administration through the Graduate School. The masters program in accounting is being phased out.

The School of Education offers three undergraduate degree programs in teacher education: B.A. (Ed.) in secondary, B.Ed. with majors in elementary, Montessori and special education, and B.A. (Ed.) in health and physical education. Students may work toward teaching certificates in elementary education, Montessori, special education, physical education (K-12), and secondary education (15 teaching majors). Through the graduate school, the School of Education offers the Doctor of Education in educational leadership and four masters programs: education administration, adult education, counseling, and curriculum and instruction with options within each.

The Institute of Public Service has been an interdisciplinary graduate center with two programs of study: a Master of Public Administration and a certificate in human resources development. In the fall of 1979, the Institute will begin an undergraduate program in human resources development. These programs of study are complemented by extensive involvement in public policy formation and administration funded through government sponsorship.

Matteo Ricci College is a coeducational, coordinated and integrated six year program which begins with the traditional freshman year of secondary school and concludes with the granting of a baccalaureate degree by Seattle University. Matteo Ricci College - I operates at Seattle Preparatory School. Matteo Ricci - II is an academic division of Seattle University.

The School of Nursing offers the Bachelor of Science in Nursing.

The School of Science and Engineering, besides offering four undergraduate degrees in engineering (engineering, civil, electrical, mechanical), houses programs in allied health technology, including cytotechnology, diagnostic ultrasound, medical technology, nuclear medical technology, health information, as well as the basic disciplines of mathematics, biology, chemistry, clinical chemistry, physics and general science. In all, the School of Science and Engineering lists 23 undergraduate degree programs. Beginning in the fall of 1979, the undergraduate programs in electrical and mechanical engineering also will be offered in the evening. Special course sequences are available for premedical, predental and preoptometry. At the graduate level, the School of Science and Engineering offers both certificates and masters programs in transportation engineering and, starting in the fall of 1979, a masters program in software engineering.

The Graduate School programs (one doctorate, 12 masters degrees and four certificates) have been mentioned in the context of the academic unit in which they are housed.

A complete listing of programs is provided in Appendix III-3A.

Data on Program Resources and Outcomes

During the fall quarter of 1978, data were gathered on the resources and outcomes for each academic unit of the University. These data were drawn from a variety of available sources and verified by department chairpersons and/or deans and directors. The initial plan to disaggregate these data by specific program was not feasible because of the limits of our present information system. The data were gathered by the smallest feasible academic unit and aggregated by school or college for comparative analysis.

A complete set of these data together with explanatory information is contained in Appendix III-3A. The data cover: (a) each school and college by department where they exist; (b) the Institute of Public Service; and (c) summer quarter. Under resources are included: faculty FTE, staff FTE, equipment, library acquisitions, student assistance funds, general operating budget, and grant or specially-designated funds. Facilities allocated to academic units are reported in the separate section of this report on facilities. Outcomes include the numbers of student majors, graduates and credit hours taught from 1973-74 to the present.

These data on academic programs provide a snapshot of the academic areas of the University in the fall of 1978. But far more importantly, they are a preliminary step toward the development of a data base for the ongoing analysis of the resources and outcomes of academic programs. When the data is available the budgeted resource figures listed in the appendix will be converted to actual expenditures for 1978-79. These data will be the basis for a new computer program designed to make this type of data readily available. The accessability of such data should facilitate continued academic planning at all levels of the University. Additional comments and suggestions for improving these data would be most helpful at this stage of the planning process.

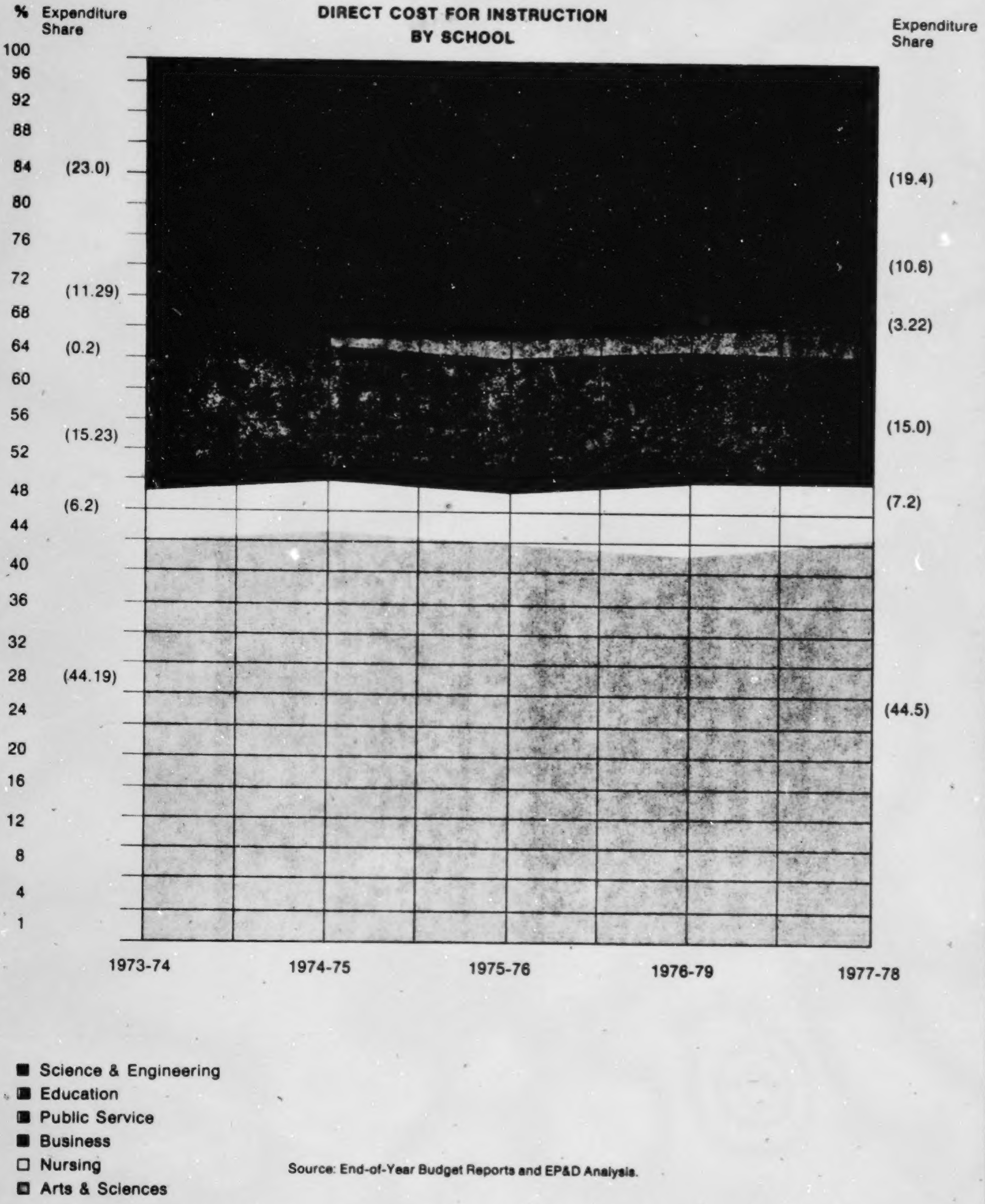
Comparative Analysis

Further understanding of current academic programs can be obtained from a comparative analysis of resources and outcomes by schools or colleges (Appendix III-3B.) However, a caution is appropriate. Much of this data lacks the precision needed for significant decision-making. This is an effort to develop accurate data in a form and at a level of accessibility that will make it useful for planning decisions. The report is only the first step toward that goal.

Figure 9 compares the percentages by school of direct cost for instructional purposes from 1973-74 to 1977-78. The indirect costs, such as space, are not reflected here but can be seen in Appendix III-6E, "Distribution of Space Among University Functions". The percentage of expenditures for each major academic unit has remained relatively the same. Science and Engineering, Education, and Business have decreased slightly; Nursing and the Institute of Public Service have increased.

Figure 10 compares the percentages of credit hours taught by each major academic unit of the University from 1973-74 to the fall of 1978 inclusive. These data do not include the summer quarter. The percentages for fall of 1978 are based on one quarter, whereas the percentages for the other years are based on three quarters. The College of Arts and Sciences has declined over the past five years in the number of credit hours taught, but there is evidence of a slight up-turn in the fall of 1978. There has been a steady increase in credit hours taught in the School of Science and Engineering. Mathematics, engineering and the health related programs appear to be responsible for this increase. The increased numbers of international students in engineering programs helps to explain the major portion of this growth. The new evening program scheduled to begin in the fall of 1979 should further increase by 1,400 the number of credit hours taught in that school. The number of credit hours taught in the School of Education, the School of Nursing and the Institute of Public Service are down in the fall of 1978 from earlier years. In the Albers School of Business, the data on

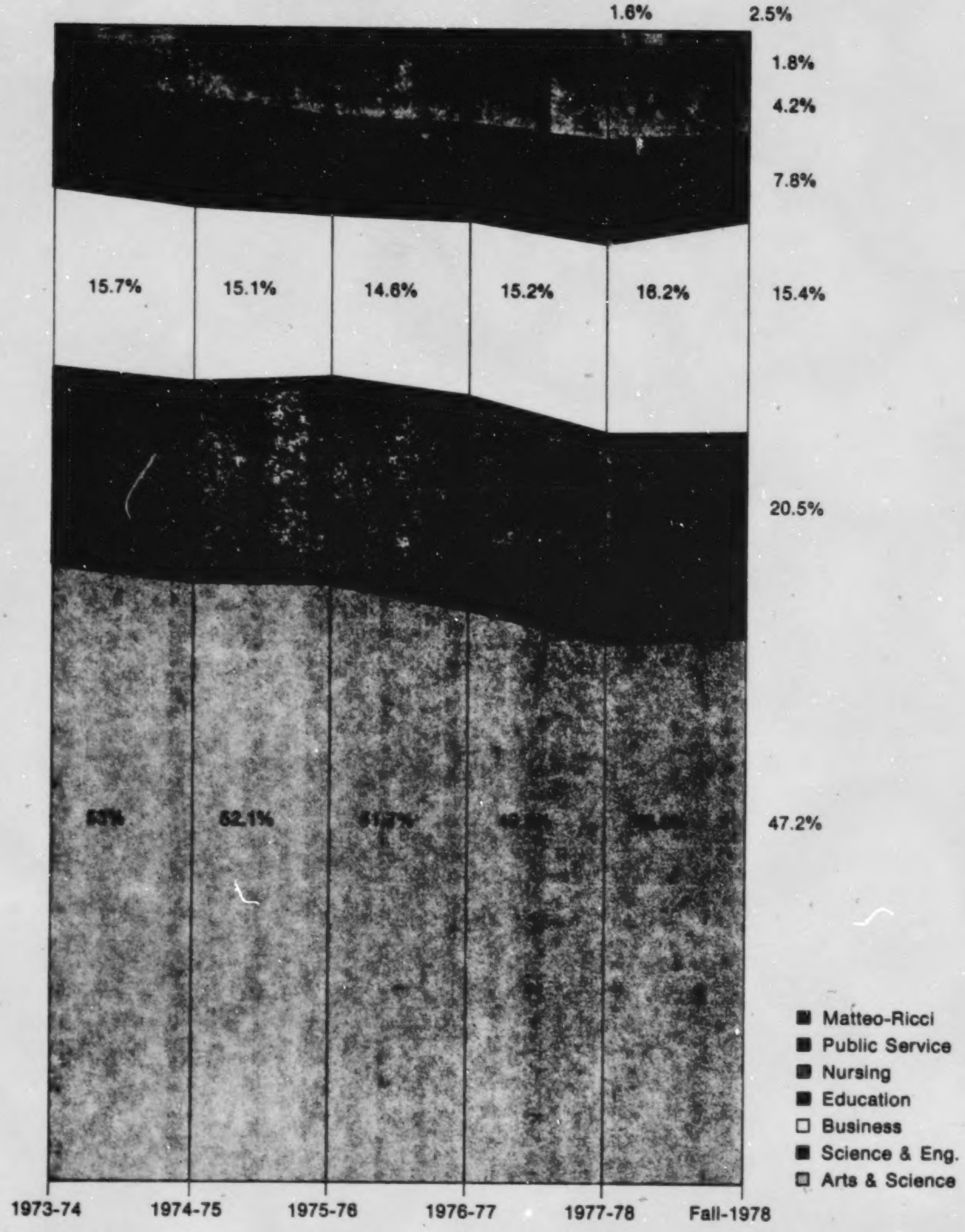
FIGURE 9
PERCENTAGE OF DIRECT COST FOR INSTRUCTION BY SCHOOL



Source: End-of-Year Budget Reports and EP&D Analysis.

FIGURE 10

COMPARISON OF PERCENTAGES OF CREDIT HOURS TAUGHT BY SCHOOL—1973-78



credit hours taught fluctuates from year to year. Matteo Ricci College shows growth over the two year period.

In Figure 11 the number of graduates are aggregated for University totals for the past six years. Over the past four years the number of graduates has declined steadily. In Figure 12 the numbers of graduates are disaggregated by schools. The decline evident in the College of Arts and Sciences is responsible for the overall decline seen in Figure 11 above. With the exception of the slight decline in graduates from the Institute of Public Service, the figures for the other schools are up or are holding fairly steady.

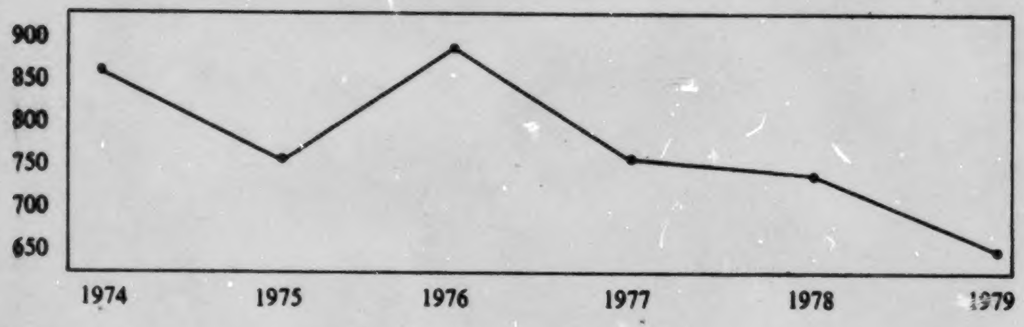
A comparative analysis by schools based on numbers of majors is not included because it has limited value due to the variation in circumstances across the schools. For example, in the general studies program in the College of Arts and Sciences there are from 279 to 446 majors listed over the five year period. Many of these students are simply undecided as to a major. To include them in a comparative analysis would distort results. Comparisons within a particular school may be far more productive particularly within those schools which are departmentalized, Science and Engineering and Arts and Sciences.

In Figure 13 the majors in the School of Science and Engineering are grouped and charted. There seems to be a marked decline in students majoring in mathematics or the hard sciences and a contrasting growth in the number of those majoring in engineering. In allied health technology there is a significant increase in majors, whereas in health information there was a slight decline from the fall of 1977.

In Figure 14 the majors in the College of Arts and Sciences are grouped within three areas. The areas are: (1) humanities--English, fine arts,

FIGURE 11

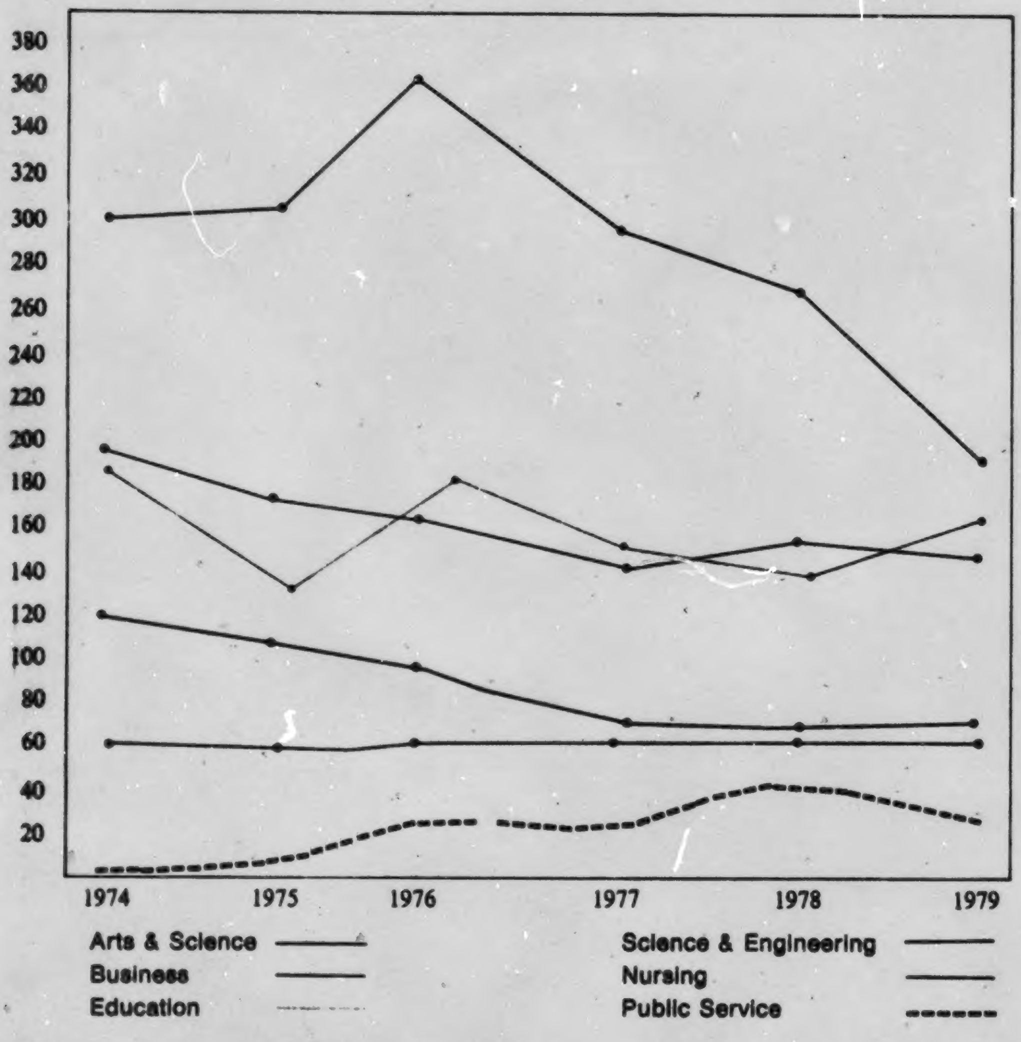
TOTAL OF UNIVERSITY GRADUATES 1974-79



Source: *Registrar's Report*

FIGURE 12

TOTALS OF GRADUATES BY SCHOOL



Source: *Registrar's Report*

FIGURE 13

FALL QUARTER MAJORS IN SCHOOL OF SCIENCE AND ENGINEERING BY AREA, 1973-78

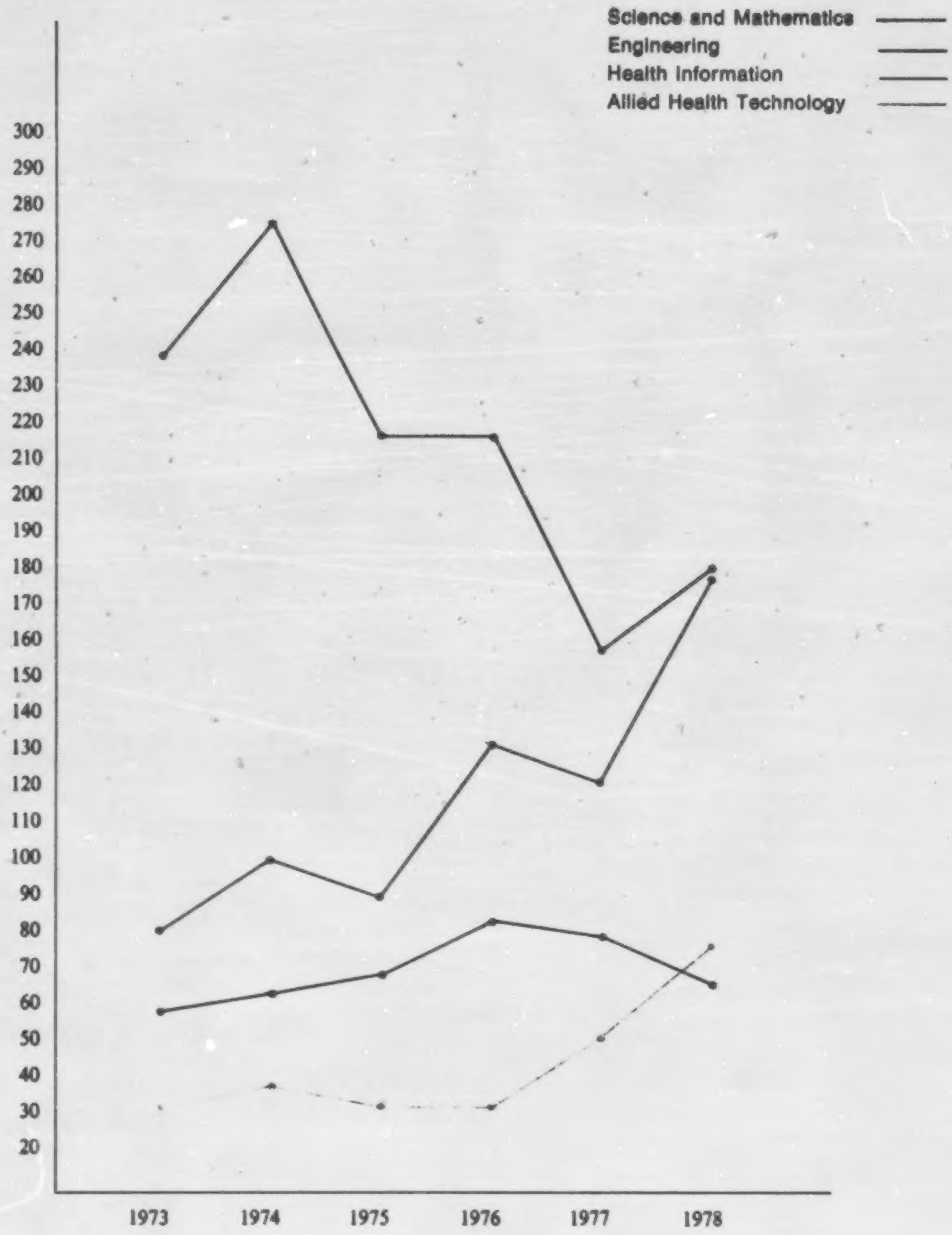
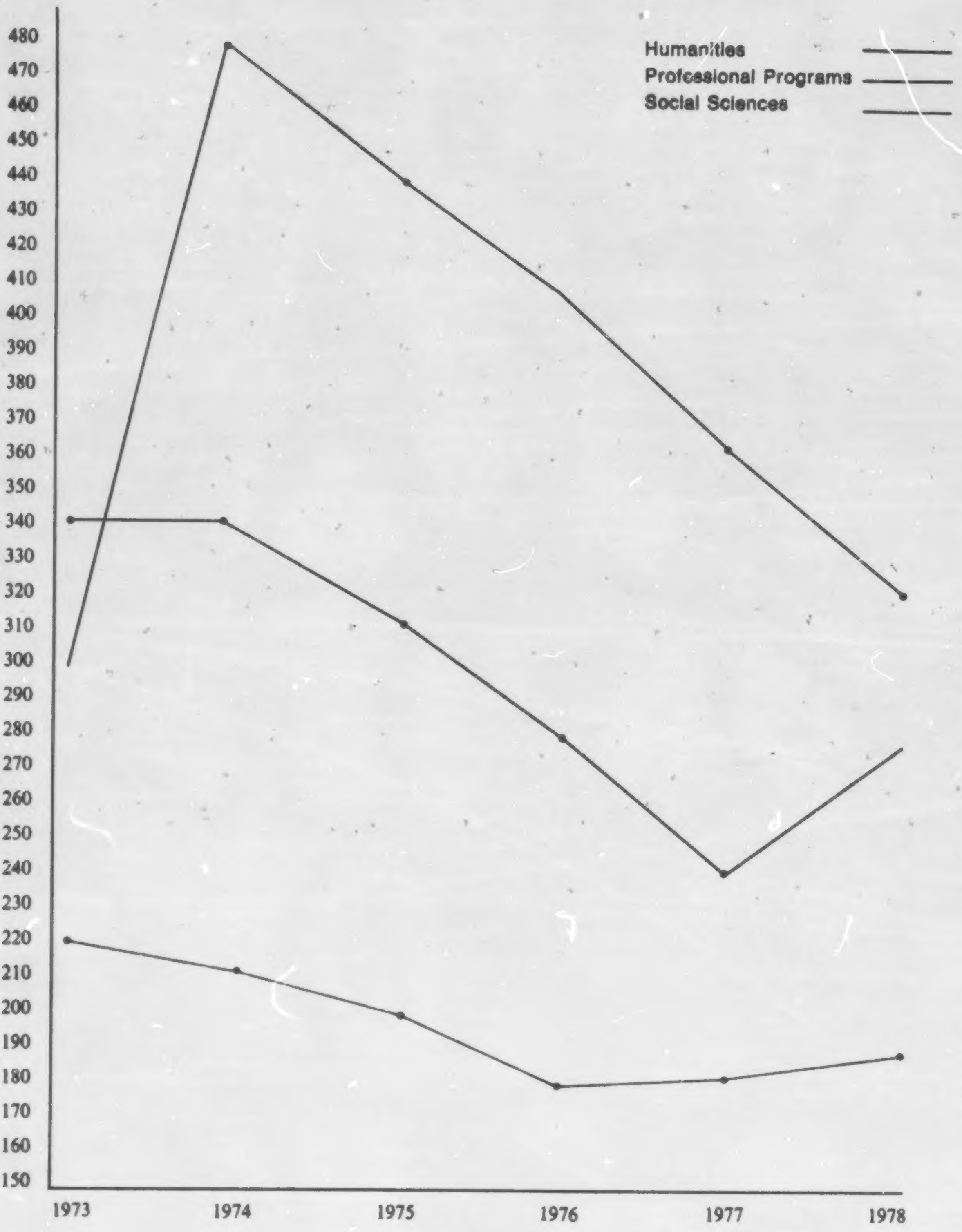


FIGURE 14

FALL QUARTER MAJORS IN COLLEGE OF ARTS AND SCIENCES BY AREA, 1973-78



foreign languages, history, philosophy, theology, honors and journalism; (2) social science--political science, psychology and sociology; (3) professional programs--alcohol studies, community service, criminal justice/police science and rehabilitation. General studies majors are not included. These are undergraduate majors only.

The professional programs are relatively new programs which experienced a surge of activity initially. There is evidence that they are leveling off at a level comparable to the other two subject areas. The decline in the humanities is evidenced primarily in fine arts, foreign languages and history. The up-turn in 1979 is reflective of a stability or slight increase in all disciplines. Among the social sciences, psychology is stable while political science and sociology have declined in the number of majors since 1973.

Instructional Productivity

In 1977 a faculty task force on instructional productivity recommended the use of four productivity indices "as an aid to management decision making at the department and school level." Two of the four indices recommended by the task force are now being calculated annually by the office of the academic vice president. Slight modifications have been made in these indices to clarify any ambiguity. These indices will increase in value as a basis for self assessment by academic departments and schools as the accumulation of additional data allows for the discernment of trends.

The faculty/student ratio is another indicator of the productivity of a university. Currently the ratio of FTE student to FTE faculty at Seattle University is 14.46 to 1. This ratio does not compare well in terms of productivity with the FTE student/FTE faculty at the state's public universities. At the five public universities the FTE student/faculty ratio ranges from 20 to 1 to over 50 to 1.

In an attempt to be more specific and to add a longitudinal dimension to the student/faculty ratio, the average mean course population over the past four years was calculated for each course taught at Seattle University. (Data are available for only three years for some courses.)

The average mean for all courses within each department was then calculated by levels: lower division, upper division and graduate. A summary of these data is displayed in Table 3 of Appendix III-3B. The mean of the mean is given for each department of each school at each of the three levels.

A comparison of the levels shows that the populations in graduate courses appear to be slightly higher than lower division courses and considerably higher than upper division courses. Omitting the data for the graduate programs in English and philosophy which were suspended, the mean for graduate programs is 21.77 students per course offering. The mean of the lower division courses is 20.15 and 12.33 is the mean for upper division courses.

These ratios raise these questions: Is there a need for further differentiation between the instructional approach in lower division and upper division courses? Would it be advisable to limit some departments to a service function by discontinuing the major and thus decreasing significantly the number of upper division courses?

Criteria for Academic Programs: Review and Development

We are not at the point at which clear-cut criteria can be stated for reviewing and developing academic programs. Progress has been made, however, on several fronts. We have looked again at the mission statement and drawn from it parameters to guide us in the development of new academic programs.

Seven of the parameters most directly related to academic programs are repeated here:

1. All undergraduate programs are consciously built on a solid base of liberal arts. The professional undergraduate programs are characterized by the integration of a career orientation with the humanities.

2. Post baccalaureate level programs focus on advanced professional education for the working, part-time student.

3. Program development, in response to the educational needs of the community, will adhere to standards of high quality in content and instructional methodology and will be characterized by flexibility in exploring new programs, in phasing out dated programs and in designing delivery systems.

4. In the selection and development of new educational programs, significant consideration should be given to the degree to which the program fosters an attitude of service in students.

5. Seattle University continues to develop special curricula in response to the needs of the educational, business, financial and governmental sectors of our community.

6. Human service career preparation is an appropriate expression of the University's mission of service.

7. As the major Catholic university in the area, Seattle University is committed to serve the religious needs of the community and, in a special way, the needs of the Catholic church in the Northwest.

Progress also has been made through the improved knowledge we have gained of the environmental factors which will impact the University in the 1980s.

A third area of progress has been the increased knowledge of current programs. We now have most of the basic data needed for the development of measurable criteria. During the next few months, through extended dialogue with faculty and academic administrators, we need to refine the data base we have developed, to explore the functionality of several other indices and, then to construct the ratios or measures which will convey the patterns of resource allocation and credit hours generated.

CHAPTER III - 4

PERSONNEL OF SEATTLE UNIVERSITY

Profile

To know a university, the people who make up that community must be profiled. There follows a profile of the more than 400 full-time people employed by Seattle University in the Spring of 1979. These people are identified under three categories of personnel; (1) faculty, (2) administrative, and (3) staff.

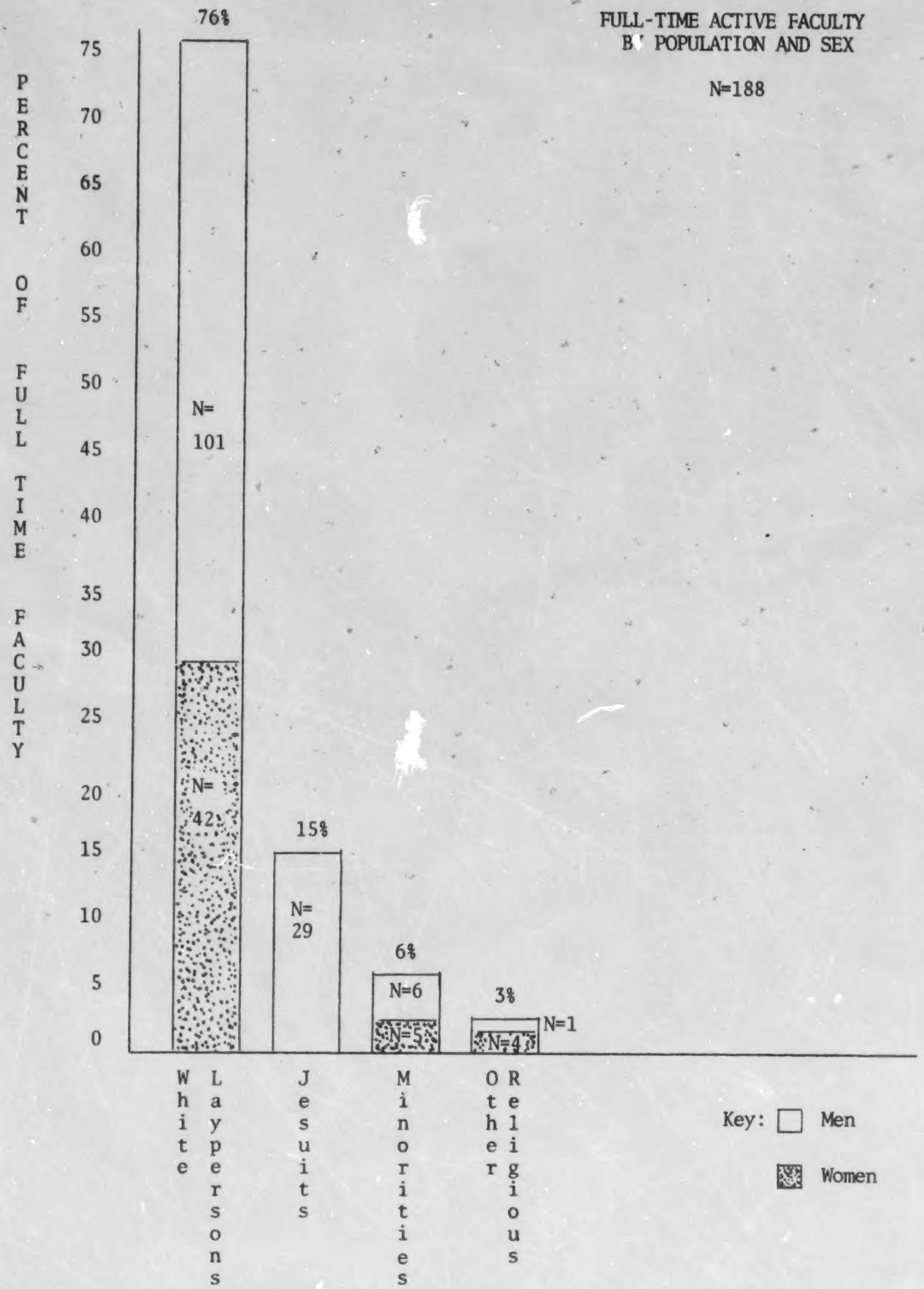
Faculty

This profile on faculty is based on the 188 full-time active faculty employed by Seattle University in May of 1979. At that time there were, in addition to the full-time faculty, six active professors emeritus, approximately 80 part-time faculty and eight faculty on leave.

Figure 15 illustrates the breakdown of current faculty by sex, race and membership in religious communities. The very small representation of minorities (men and women) is predominantly Asian-American. Presently the Jesuit contingent is numerically significant but since the median age of this group is 57 years the retirement rate will be higher through the 1980s than the rate of lay faculty. The median age of the other full-time active faculty is 42.

In Figure 16 the current full-time active faculty are charted by academic degree and rank. Within each category the proportion of Jesuits, women, minorities and lay caucasian men is also shown. Roughly 40 percent of each population (Jesuits, etc.) was appointed in the past five years. Again the absence of minorities is evident. Some aspects of the population of women on the faculty are noteworthy. For example, the proportion of women at each rank seems appropriate to their academic

FIGURE 15



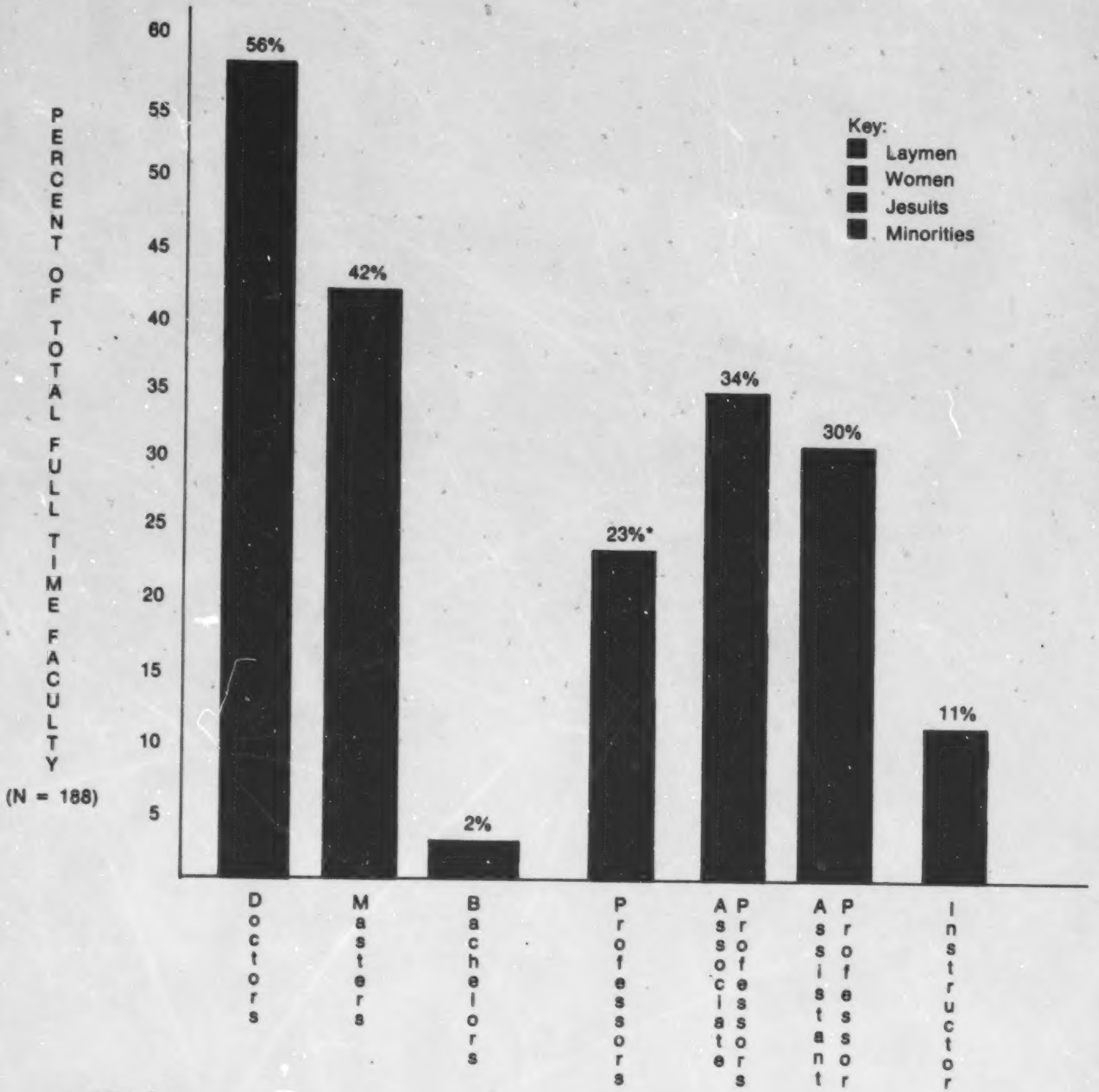
FULL-TIME ACTIVE FACULTY BY POPULATION AND SEX

N=188

Source: Academic Vice President and Planning Office analysis.

FIGURE 16

FULL-TIME FACULTY POPULATION
BY
ACADEMIC DEGREE AND RANK



* Note: This does not include three research professors.

Source: Academic Vice President Records and EP&D Analysis preparation. The appointment of women to the faculty is definitely not a new phenomenon. The dates of initial appointments of the women follow a pattern similar to that of the total faculty.

Tenure is the remaining important factor with regard to faculty to be presented here.

An analysis of the tenure/tenure track listings for six years from 1973-74 through 1978-79, reveals that 72 individuals departed from the Seattle University faculty and 11 individuals were given emeritus status. Of those 72, 22 or 30 percent left because of action by the University such as tenure denial. Since 1975 only three persons out of 38 were denied tenure. There were no early tenure decisions. Nineteen faculty members were not renewed prior to the time for the tenure decision. Forty-two or 58 percent resigned from the faculty. The percentage of turnover has been constant at about seven percent. The level of tenure density has also been constant at about 60 percent. (See Table I of Appendix III-4A.) But the level of tenure density varies by group: 90 percent of minorities; 79 percent of Jesuits; 50 percent of women and 65 percent of the other men are tenured.

In eight departments tenure density is 100 percent and in six others it is over 75 percent. (See Table II of Appendix III-4A.) The numbers of retirement expected during the next five years compared with the number of persons eligible for tenure supports the thesis that tenure density will increase approximately 10 percent in the next five years. Because of the change in retirement age, no one is required to retire from the faculty between 1981 and 1987. This comparison is presented in the following Table.

TABLE 3

Projected Tenure Decisions

in Contrast with Projected Retirements

	1980	1981	1982	1983	1984	Total
Eligible for Tenure	13	7	12	10	15	57
To Become Emeritus	2	1	0	0	0	3

Source: Derived from analysis by the Office of Educational Planning and Development--March, 1979. (See Appendix III-4A.)

Administrative Personnel

In the spring of 1979, 113 positions within Seattle University were categorized as administrative personnel positions. Eight of these were part-time positions, nine were vacant at the time of the data collection. Thus, the data describes the 96 full-time administrative personnel employed in May, 1979.

The frequency of the doctorates among the upper levels of full-time administrative personnel is slightly higher than among the full-time faculty generally. Less than 10 percent of the administrative personnel do not have their bachelors degree; the majority have either a masters or a bachelors degree in a field appropriate to their area of responsibility. Seven persons among the vice presidents and deans hold faculty rank.

An individual who typifies administrative personnel at Seattle University, was hired since 1976, was hired more frequently from outside the University although some were hired from within the faculty or through promotion within the administrative ranks. Three-fourths of the administrative personnel were hired by the current administration. The limited number of middle management positions within each area and the pay range for lower administrative positions seems to affect the opportunity for upward movement within the administrative structure of the University.

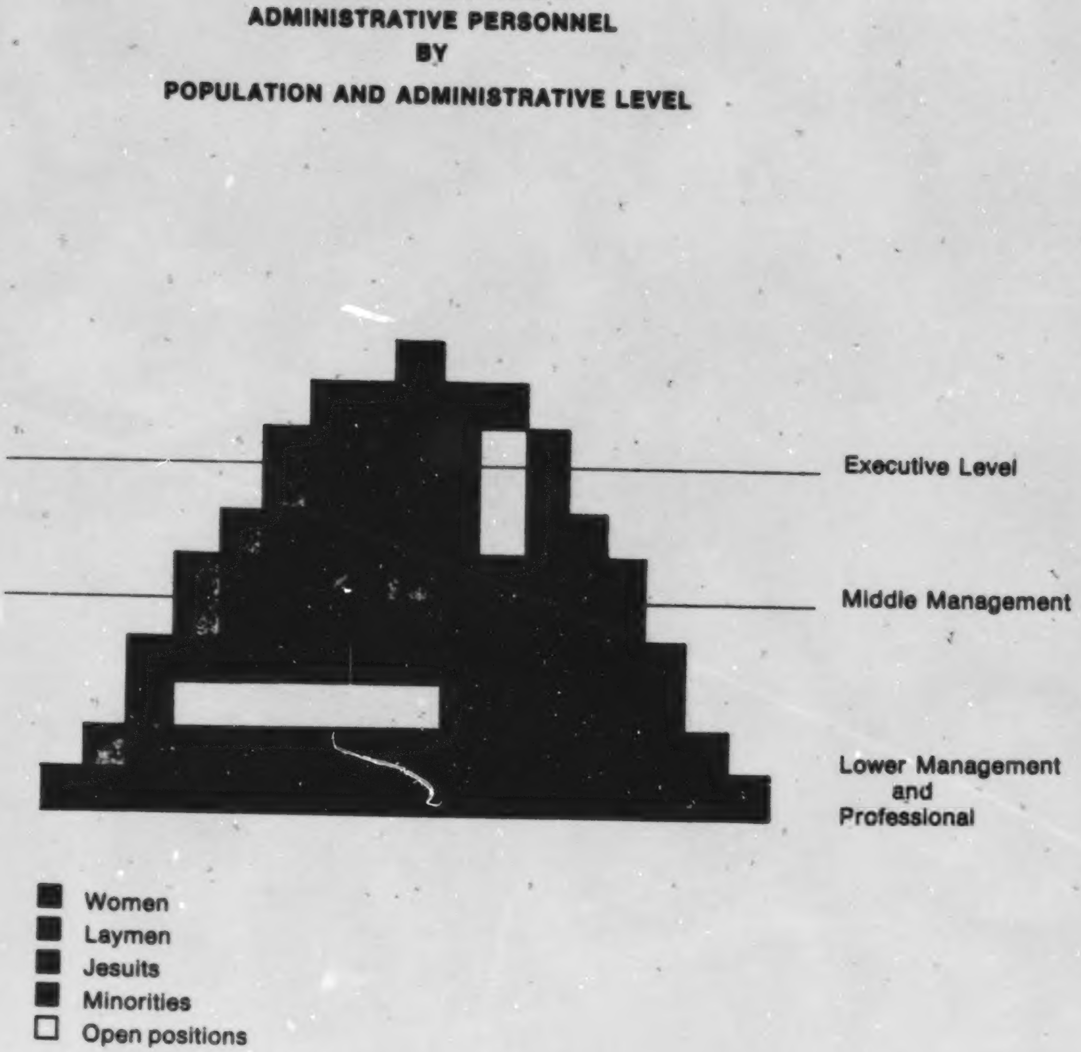
A major component of the administrative personnel at Seattle University are women. However, the majority of them are at the lower management and professional administrative levels. The numbers of women and the positions they hold at the middle and executive management levels is approximately the same as the numbers and positions of Jesuits. Figure 17 illustrates the extent and level of presence of Jesuits and women among administrative personnel. It also points up the very limited presence of minorities.

Staff

During 1978-79 a major classification study of the 160 staff positions was completed; 30 classifications were established, graded, and positioned on a new salary schedule.

In June of 1979 the staff personnel were predominantly female (75%) with a higher proportion of minorities (13.8%) than in either the faculty or administrative categories. On June 12, 1979, 23 staff positions were vacant. (Data regarding staff positions are found in Appendix III-4C.)

FIGURE 17
FULL-TIME EQUIVALENT
ADMINISTRATIVE PERSONNEL
BY
POPULATION AND ADMINISTRATIVE LEVEL



Source: Director of Personnel's Records and EP&D Analysis

66

CHAPTER III-5

FINANCES OF SEATTLE UNIVERSITY

This section examines the financial situation of the University. First, present and future revenue and expenditures are considered in highlight fashion. Table 4, found on page 65 in this section, presents the financial projection. The planning assumptions on which the projection is based are found in Appendix III-5A.

The historical period examined includes fiscal years 1977 through 1980. The data drawn for fiscal years 1979 and 1980 are drawn from budget projections made by the budget director's office and do not include changes made after May 15, 1979. Financial projections of fiscal years 1981 through 1984 are based on a preliminary source-of-student enrollment forecast made by the planning office in May, 1979. The assumptions used to determine each line item have been made in collaboration with the office of the vice president for finance and business.

The general assumptions employed for the financial projection are as follows:

a) The five year projection is a projection using the budgetary expectations for fiscal year 80 as its base year.

b) The projection is a steady state projection assuming no growth except for inflation.

c) The assumption has been made that no new debt will be assumed by the University.

d) The budget projection is based upon projection of the ordinary budget and does not include many expense items of an extra-ordinary nature, i.e.,

  - developing of new information systems (computer user plan indicates almost $290,000 of anticipated expenditures over the next four years)
  - compensating for delayed or deferred maintenance
  - adding any new programs or employees

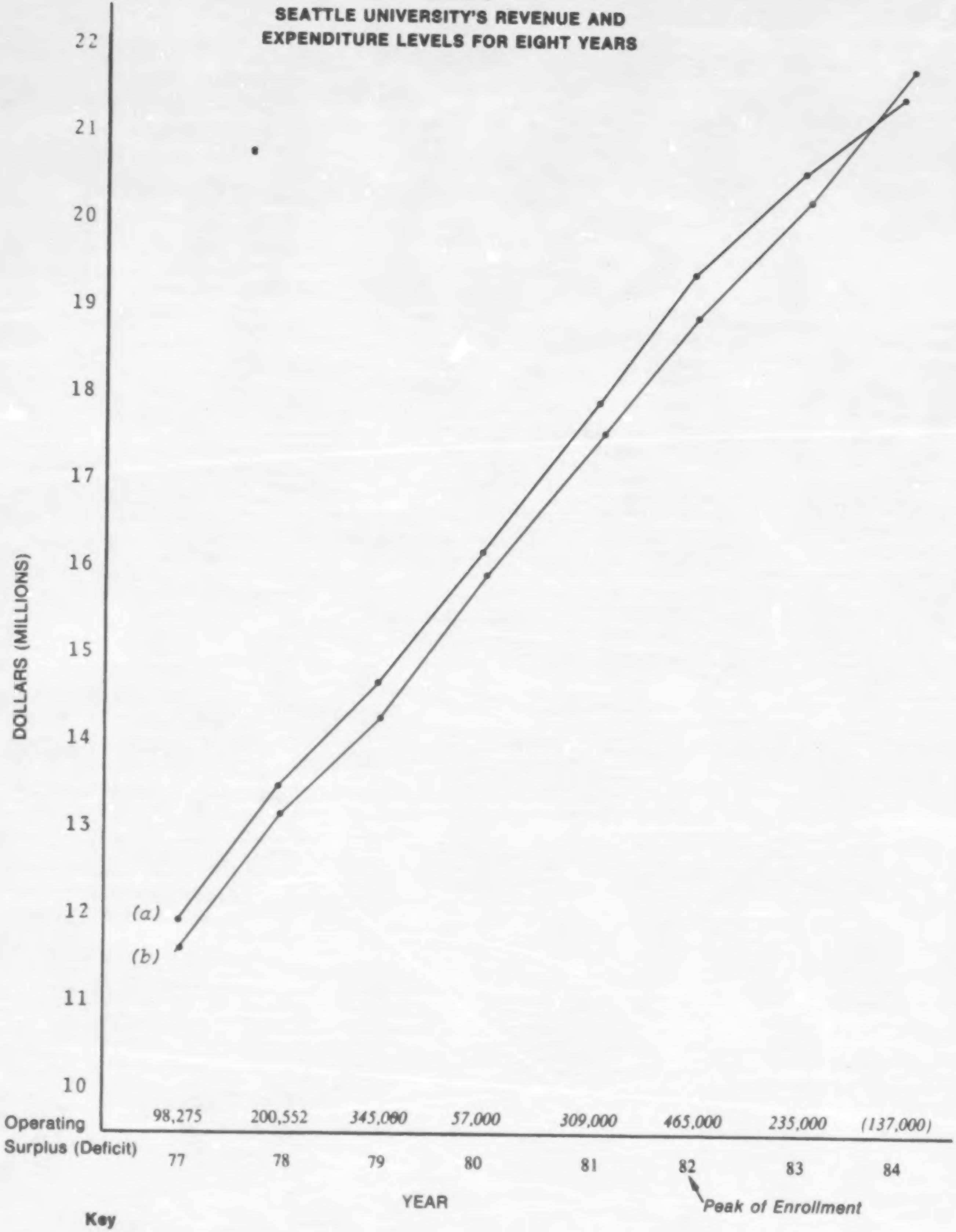
e) The budget figures include indirect compensation due employees which has been distributed to the individual cost centers on the basis of their percentage share of the total cost of personnel. The budget figures also include a distributed share of funds characterized as contingency funds. These funds have been distributed to the cost centers on the basis of their percentage of the total budget.

f) Indicated surpluses in years prior to FY 84 are more than matched by non-budgetary financial needs.

The University during the past three years has experienced relatively large and rapid growth both in revenue and expenditure, and this rapid growth is expected to continue through FY 84. Revenue on average has grown at an annual rate of 8.76 percent and expenditure at an annual rate of 7.1 percent. Although part of this growth is explained by real growth in the number of students and credit hours, inflation is the major factor in such growth. Rapid and continued growth in both revenue and expenditure levels is expected to continue through FY 84. Figure 18 shows both the revenue and expenditure growth for an eight year period.

The margin between the rate of revenue growth and the rate of expenditure growth is a critical factor in evaluating the financial health and stability of the institution. Although fluctuating from year to year, there has been a narrowing gap between levels of revenue growth and expenditure growth. A positive differential indicates growth in operating funds and a negative differential indicates a decline in operating funds. Although the University has managed to maintain an operating surplus in the year FY 77-79, the growth rates of expenditure levels indicate that the possibility of budget deficits is very real. The University has been able to continue to expand its expenditure levels at a high rate because of the growth of credit hours. But because of the high level of fixed costs, decline in the credit hour levels in any given year will seriously affect the University's ability to maintain a budget surplus. Figure 19 shows the change rates in budget growth/decline over an

FIGURE 18
SEATTLE UNIVERSITY'S REVENUE AND EXPENDITURE LEVELS FOR EIGHT YEARS



Key
(a) Revenue
(b) Expenditure

Source: Planning Office analysis based on University's *General Ledger* and projected budget.

FIGURE 19
CHANGE RATES IN BUDGET GROWTH/DECLINE

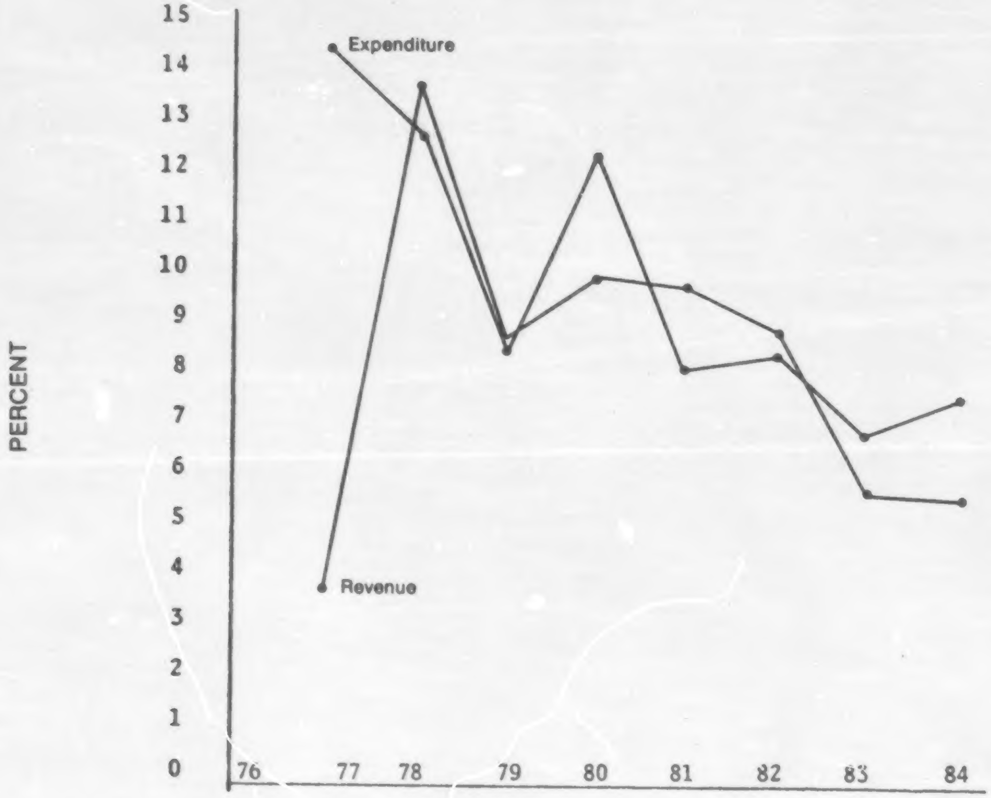
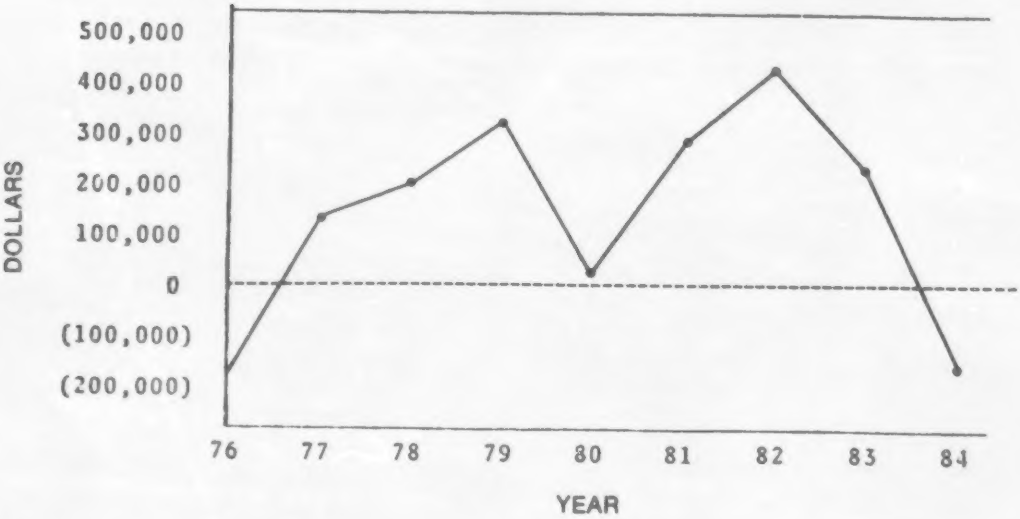


FIGURE 20
BUDGET SURPLUS (Deficit)



Source: Planning Office analysis based on University's *General Ledger* and projected budget.

eight year period.

Given the continuation of spending patterns of recent years, after our enrollment peaks in FY 82, the University will have a much more difficult time balancing its budget. Projections indicate relatively strong surpluses in ordinary operating budget through FY 83 with the exception of FY 80, but then operating deficits after that point. Figure 20, from the previous page, shows the budget surplus (deficit) projected through FY 84. Table 4 presents the financial projection, arranged according to the Hegis taxonomy.

The following pages delineate in more detail the revenue/expenditure patterns of the University in recent years and project what will likely be happening through FY 84.

TABLE 4

FINANCIAL PROJECTION

Revenue	FY 80	FY 81	FY 82	FY 83	FY 84
Tuition	9,405,000	10,695,000	11,867,000	12,559,000	13,284,000
Fees	170,000	170,000	180,000	180,000	190,000
Gifts, unrestricted	565,000	420,000	440,000	460,000	480,000
Work study	365,000	389,000	420,000	450,000	481,000
Grants/Contracts	1,220,000	1,220,000	1,220,000	1,220,000	1,220,000
Endowment	435,000	465,000	495,000	510,000	525,000
Miscellaneous Income	441,000	434,000	448,000	459,000	472,000
Contribution Services	320,000	394,000	398,000	430,000	443,000
Auxiliary Enterprises	2,968,000	3,268,000	3,587,000	3,881,000	4,200,000
Continuing Education	205,000	219,000	235,000	251,000	269,000
TOTAL	16,094,000	17,674,000	19,290,000	20,400,000	21,564,000
Expenditure					
Instruction	5,531,000	6,063,000	6,674,000	7,223,000	7,844,000
Research	-	-	-	-	-
Continuing Education	188,000	202,000	218,000	236,000	256,000
Financial Aid	410,000*	430,000	455,000	475,000	495,000
Instructional Support	1,216,000	1,333,000	1,464,000	1,580,000	1,708,000
Student Services	837,000	917,000	1,007,000	1,085,000	1,172,000
General Support	755,000	837,000	909,000	976,000	1,050,000
Plant Operation and Maintenance	1,248,000	1,391,000	1,549,000	1,714,000	1,900,000
General Administration	1,202,000	1,321,000	1,456,000	1,571,000	1,700,000
Mandatory Transfer for Interest	151,000	139,000	126,000	121,000	107,000
Principle	204,300	197,000	184,000	165,000	174,000
Grants/Contracts	1,115,000	1,115,000	1,115,000	1,115,000	1,115,000
TOTAL ED. & GEN.	12,856,000	13,945,000	15,157,000	16,261,000	17,521,000
Auxiliary Enterprises	2,704,000	2,952,000	3,224,000	3,484,000	3,770,000
Mandatory Transfer for Interest	193,000	181,000	174,000	168,000	154,000
Principle	195,000	195,000	205,000	205,000	205,000
Total Auxiliary	3,092,000	3,328,000	3,603,000	3,857,000	4,129,000
Current Fund	23,000	23,000	23,000		
Loan Funds	35,000	39,000	42,000	47,000	51,000
Nursing	30,000	30,000			
TOTAL	16,037,000	17,365,000	18,825,000	20,165,000	21,701,000
Surplus/Deficit	57,000	309,000	465,000	235,000	(137,000)

Source: Seattle University's preliminary FY 80 budget and Office of Educational Planning and Development, May 31, 1979.

SOME HIGHLIGHTS OF PRESENT AND PAST FINANCIAL PERFORMANCE:

REVENUE:

A. The University is becoming slightly more dependent for fiscal solvency on tuition.

B. Unrestricted income is becoming a less significant factor in helping balance the operating budget.

C. The growth of contribution of work study to revenue is slowing down.

D. Endowment revenue has outstripped inflation and the general pattern of revenue growth, but slowed significantly in the past year.

E. Although rising each year, grant income is subject to a great deal of fluctuation; the level of grant income has been a significant factor in the budget surplus of the past few years.

F. The level of contributed services has declined 35 percent during the period of FY 77-79.

G. In the area of Auxiliary Enterprise revenue does not cover expenditure; and intercollegiate athletics is the most significant factor in contributing to that deficit.

H. Miscellaneous income has risen only 12 percent during FY 77 and FY 79.

I. Continuing education revenue is erratic, but generally growing.

EXPENDITURE:

A. The percentage of University budget dollars expended on instruction has declined each year since FY 77.

B. No University funds are budgeted for research.

C. Continuing education expenditures are erratic, but generally growing very rapidly.

D. Since FY 77 the University has spent less of its own funds each year on student financial aid.

E. Although increasing each year, the cost of instructional support has remained stable in terms of its share of University budget.

F. The share of budget that student services received is increasing slightly each year; the rate of growth for student services expenditures has been outpacing the growth in general expenditure levels.

G. The cost of plant management is outpacing the expenditure growth of most other areas and plant management has increased its share of budget each year since FY 77.

H. The growth of administrative expenditures has outpaced the rate of general growth of expenditures and administration has increased its share of budget one percent since FY 77.

I. Indirect compensation is increasingly costly to the University and has more than doubled since FY 77.

The following is a detailed analysis by budget category:

REVENUE

A. Tuition and fees:

1. Tuition income has risen approximately 28 percent since FY 76 and during the same period credit hours rose by 10.4 percent.
2. Fall enrollment over this period has been increasing its share of total credit hours indicating that fall quarter will provide the most positive cash flow of the fiscal year.
3. The University is becoming slightly more dependent each year on tuition revenue. Approximately 59 percent of the University's revenue in FY 80 will derive from tuition and fees compared with 56.2 percent in FY 77.
4. Enrollment projections indicate that tuition revenue will rise 62 percent during FY 79-84, and that the trend toward greater dependence upon tuition revenue will continue.

B. Unrestricted Gift Income:

1. Unrestricted Gift Income has risen only five percent since FY 77 and actually declined between FY 78 and FY 79.
2. Trend analysis indicates that although total gift income is continuing to rise, more and more of those gifts are restricted in nature. This is due in part to less attention being paid to this particular area, because of the demands of other fund raising efforts on the limited resources of the development office. This follows a national trend.
3. The contribution of unrestricted gift income to operating budget is expected to decline at least 25 percent in FY 81 as capital fund drive efforts divert donor resources.
4. Unrestricted gift income will decline from roughly 3.5 percent of total revenue in FY 79 to approximately 2.2 percent in 1984.

C. Work Study:

1. Since FY 76 government grants for work study funds have grown 337 percent with most of that growth occurring between FY 76-78 because of a change in University hiring policy. Growth in FY 79 slowed to 6.7 percent.
2. Work study revenue has been providing approximately two percent of revenues and this will remain relatively constant with perhaps some growth through 1984.

E. Endowment Income:

1. Endowment income has been growing rapidly since FY 77 and generally outstripping inflation, although slowing considerably in this past year.
2. Endowment provides approximately 2.4 percent of budget revenue and is expected to increase that percentage slightly in the years ahead.
3. Greater flexibility in investment policy and substantial additions to endowment resulting from the capital fund drive could substantially raise endowment contribution beyond projections.

E. Grants and Contracts:

1. Revenue from grants and contracts has risen 42 percent since FY 77 although such growth is highly unstable and subject to wide fluctuations.
2. With the exception of grant money to Matteo Ricci the vast majority of grant money has gone to development of new programs, and instructional support, rather than directly subsidizing departmental instruction.
3. Grants and contracts have provided an average between 10-11 percent of revenue in the study period; and have made a substantial contribution to budget surpluses by picking up a percentage of what amount to fixed costs (for personnel, fringe benefits, etc.).
4. For projection purposes grant levels have been projected at the same budget levels as expected for FY 79. If grant levels exceed this level they will make a further contribution to a positive bottom line.

F. Miscellaneous Income:

1. Miscellaneous income has risen 12 percent since FY 77 and has ranged between 3.8 percent of revenue in FY 77 to 3.4 percent of revenue in FY 79.
2. Real growth will be minimal from miscellaneous income during the projected period. Increasing utilization of facilities such as the Connolly Center by the University community reduces their revenue producing potential. It can be expected that miscellaneous contributions will decline to approximately 2.3 percent of budget by FY 84.

G. Contributed Services:

1. The dollar contribution of contributed services declined 35 percent between FY 77 and FY 79 and declined from 3.5 percent of budget to 1.9 percent of budget revenue.
2. The decline in large part is due to fewer Jesuits participating in the labor force of the University.
3. It can be expected that the level of contribution will improve in FY 80 substantially and then level off to approximately 2.1 percent of budget through the projected period.

H. Auxiliary Enterprises:

1. Auxiliary enterprises' contribution to revenue has grown 19.5 percent between FY 77 and FY 79 and dropped from 18.6 percent of total revenue to 17.9 percent of total revenue.
2. Included in auxiliary enterprises are the dormitories, the Bookstore, intercollegiate athletics, and the Chieftain Cafeteria.
3. In the years of the study, the total revenue contribution of auxiliary enterprises has not covered the total cost of those ventures.
4. Projections indicate that revenue from auxiliary enterprises will contribute approximately the same level to total revenue as at present.
5. The disparity between revenue and expenditure is most marked in the area of intercollegiate athletics.

EXPENDITURE

A. Departmental Instruction:

1. Departmental instruction includes all expenditures for instructional units.
2. The share of University budget expended upon departmental instruction has declined each year since FY 77. Departmental instruction expenditure has grown at approximately half the rate as the total budget expenditure.
3. Within the instructional units, there has been a significant decline in percent of dollar expenditure in administrative costs, i.e., in FY 76 administrative costs were 12.7 percent of instructional expense, and only 10.8 percent in FY 79. At the same time there has been a decline in staff expenditure levels and growth in such items as travel and equipment.
4. Contribution Margin: (Direct cost comparison) - The schools of Arts and Sciences and Business have significantly higher contribution levels than the other schools of the University. (Cost indexes 2.25 as compared to 1.6.) All instructional divisions of the University, with the exception of the Institute of Public Service, have improved their contribution margins since FY 77. The Institute of Public Service's cost index declined from 2.52 to 1.86.
5. Although declining in recent years, budget allocation percentage for instruction is expected to rise during the forecast period. Allocation percentage should rise from 29.6 percent in FY 79 to roughly 33 percent in FY 84.

B. Research

1. The University does not budget directly any of its own funds to underwrite research although it does provide space for some research activities.

C. Continuing Education:

1. Continuing education is a program of mini-courses, workshops, etc., offered for continuing education purposes.
2. The levels of expenditure for continuing education is highly erratic. Begun only three years ago, it is still in its infancy and subject to a large degree of fluctuation.
3. Up to this point, continuing education has barely been meeting its direct costs.
4. Due to lack of historical data and market uncertainty, estimates of future growth are highly unreliable. Growth projections assume a constant relationship between revenue and expenditure.

D. Student Financial Aid:

1. Student financial aid includes those funds granted outright to students each year.
2. Assistance to students from University funds has declined approximately 26.5 percent since FY 77. Share of University budget has declined correspondingly from 3.3 percent to 1.9 percent.

3. The decline in University expenditures for student aid has been paralleled by increased governmental assistance. Thus the University is becoming more heavily dependent upon government assistance to students to remain price competitive. This trend indicates that any downturn in current levels of governmental assistance would severely disrupt our price competitive position vis-a-vis public institutions.
4. Current wisdom seems to indicate continuation of present levels of governmental assistance. It is expected that during the forecast period student financial aid will again increase its share of University budget to about 2.3 percent.

E. Instructional Support:

1. Instructional support includes academic administration, Learning Skills Center, audio-visual center, academic computing, registrar, admissions, and faculty development and sponsored programs.
2. The cost of instructional support as a percentage of total budget has remained relatively constant since FY 77. The growth in this area has matched the growth in general expenditure levels.
3. It can be expected that cost may rise slightly faster in the year ahead than the general rate of expenditure growth. Adjustment of deans' salaries, growth in allocation for library and audio-visuals, increased usage of academic computing, increased costs to maintain admission levels, all will contribute to such growth.

F. Student Services:

1. Student services include the following areas: student service administration, financial aid, student housing, counseling and career guidance, minority student services, counseling and testing, international student services, campus ministry, intermural recreation and athletics, student organizations, student health services, and the child care center.
2. After declining between FY 77 and 78 student services have increased their share of budget allocation in the following years. Rates of growth in budget allocation have been higher than most other areas.
3. Projections indicate that student services share of budget will increase from approximately 4.8 percent in FY 80 to 5.4 percent by FY 84.

G. General Support:

1. General support includes administrative data processing, telephone service, mail service, publication and reproduction processing, purchasing and property management.
2. The percentage of budget allocation to general support has risen slightly each year since FY 77. Growth rates generally have exceeded the growth rate in expenditure level of the rest of the University.
3. Expenditure levels in the future can be expected to continue to slightly outpace growth rates in other areas. The costs of developing a more comprehensive and usable data system, the continued increases in mail service, and reproduction costs will push the growth rate of this area.

H. Plant Operation and Maintenance:

1. Plant operation and maintenance includes: custodial service, security, heating and utilities, building repair and maintenance, equipment repair and maintenance, grounds, and insurance.

2. Costs in operation and maintenance have been rising at a rate of 12 percent annually since FY 77. Past deferral of maintenance has meant that the University is faced with large levels of catch-up maintenance and repair. Relocations and refurbishing of space as well as rapidly rising utility costs are pushing operation and maintenance costs well above the general expenditure growth rates and even the rate of inflation.

3. Plant operation and maintenance has increased its allocation share of budget one percent since FY 77 and can be expected to increase its share at least another percentage point by FY 84.

I. General Administration

1. General administration includes such areas as: executive management, financial operations, planning and budget, logistical services, personnel, public information and external relations, alumni and development.

2. General administration has grown twice as fast as the total budget growth since FY 77, and share of budget has grown approximately one percent. Growth in general has been due in part to the addition of personnel and reorganization.

3. Growth in general administration will slow considerably during the next five years and at most parallel general cost rises due to inflation. Projections indicate that general administration will increase its share of budget only minimally in the years ahead.

J. Auxiliary Enterprises

1. Auxiliary Enterprises includes: dormitories, the Book Store, intercollegiate athletics, and the Chieftain Cafeteria.

2. Since FY 77 auxiliary enterprises expenditures have generally comprised around 19 percent of the budget. If transfers for principle are included, expenditure levels for auxiliary enterprises has actually declined since FY 77.

3. Again, if transfers for principle are included, auxiliary enterprises have not covered their expenditures by their revenues in any year. The biggest drain has been intercollegiate athletics which in FY 79 had a projected deficit of around $270,000.

4. Declines in interest payments on the properties involved in auxiliary enterprises are being more than offset by various other cost increases such that auxiliary enterprises can be expected to continue at approximately its present share of expenditures.

5. Residence halls have been operating at desirable maximal levels for FY 78 and 79. Projections of housing demand indicate no foreseeable downturn in demand, although some tenants may be changed in Campion.

K. Transfers

1. Total payments on principle and interest have been declining annually and the University's debt position has been improving each year.

SOME ADDITIONAL COMMENTS AND SUGGESTIONS

In order to integrate more effectively planning and budgeting activities and to minimize problems with multiple data bases a number of priorities need to be underscored:

a) the University needs to adopt Hegis categories for internal budgeting and reporting purposes,

b) we need to develop an accounting system that recognizes and attributes indirect costs back to the budget cost centers,

c) we need to develop a better system for reporting grant revenue and expenditure that is both linked to our fiscal year and the life expectancy of the grant period.

CHAPTER III-6

FACILITIES AND CAMPUS DEVELOPMENT OF SEATTLE UNIVERSITY

Introduction

The history of the major Seattle University buildings provides an interesting background for the study of the campus and its facilities. Eighty-six year old Garrand is the oldest University building, while the 10 - year old Connolly Center is the newest.

Garrand Building is the original Seattle College building and was named after the co-founder and first president of the College. Dedicated on December 8, 1894, in early years it housed both the School and the Church of the Immaculate Conception as well as providing living quarters for Jesuits.

Liberal Arts Building was dedicated on June 22, 1941. Only the external shell and the interior of the north wing were completed at that time due to lack of funds. World War II prevented the completion of the south wing until the summer of 1946--just in time to meet the wave of returning servicemen and women.

Engineering Building was purchased in the spring of 1941 from the Seattle Transit Company. Previously known as the Madison Street Cable Car Terminal, the building became surplus because cable car transit was discontinued in the city. Gradual remodeling of the original frame structure included the addition of brick facing.

Buhr was one of several World War II surplus buildings obtained from the federal government for classroom, housing, and athletic needs. As with all surplus facilities, Buhr was named after a former Seattle University student who had been killed in action during the war.

The Student Union Building was dedicated on June 23, 1953. It provided much needed on-campus dining space, as well as facilities for other student services. The dining facility replaced the Cave, a small coffee shop in the basement of the Garrand Building.

Loyola Hall was named in honor of the founder of the Society of Jesus, St. Ignatius Loyola. The building was first occupied during Christmas week, 1955, and it was dedicated on the following April 2. Private rooms were provided for 64 Jesuits in the hall. The Jesuit faculty had been living in three old houses on Marion Street opposite the Garrand Building.

Xavier Hall was completed and occupied in September of 1955. It was dedicated on the following January 31 during Homecoming Week. Xavier was the second permanent student residence, excluding surplus World War II facilities. The first permanent residence was Marycrest Hall, acquired in 1954 and sold in 1977.

Pigott Building, dedicated on November 3, 1957, was named in honor of William Pigott, father of Paul Pigott, Seattle University regent and major donor to the building fund. This building provided much needed classroom and office space for the rapidly growing University population. It was the fifth new structure on campus in five years.

Marian, formerly the Casaracia Apartments, was purchased in the summer of 1957. In 1960, the building was converted to resident apartments for upperclass women.

Bannon Building was dedicated on October 27, 1961. The new science center was named in honor of Thomas Bannan, chairman of the Board of Regents and a major contributor to the building fund. The fund drive for the construction of Bannan was the first "open" (community-wide) financial drive conducted by Seattle University.

The University took possession of Bellarmine from the contractor on

September 21, 1962, the same day that the first students arrived for rooms. The building was named in honor of St. Robert Bellarmine, Jesuit scholar and cardinal of sixteenth century Italy.

Bookstore Building formerly was a bottling plant for the Canada Dry Company. It was purchased in March, 1964 and renovated in subsequent months. The Bookstore and other facilities opened officially in January, 1965. When the building was purchased, the plan was to tear it down to make room for a new student center which would include the Bookstore. Later it was learned that the federal government would not provide aid for revenue-producing facilities.

Campion Tower opened for occupancy in September, 1965. Named in honor of Edmund Campion, English Jesuit martyr of the sixteenth century, it provided housing for 720 students.

Lemieux Library is a five-story structure with a capacity of 500,000 volumes. Opened in November, 1966, the library was named in honor of the late A. A. Lemieux, S.J., Seattle University president for 17 years (1948-65).

Connolly Center was dedicated on November 7, 1969. Construction of the multi-purpose physical education facility took 22 months. It was built on the site of the former Catholic Memorial Field, a high school football facility. Archbishop Thomas A. Connolly presided at the dedication of the building which was named in his honor.

Facilities

Space Inventory

In order to make a valid assessment of the space needs of Seattle University, it is necessary to know how much space presently is available in the University buildings, to what use that space is being put, and who is using it.

The current Seattle University Space Inventory began in the summer of 1977 with an attempt to update the information from the 1968 space survey, using a classification system described in the Higher Education Facilities Classification and Inventory Procedures Manual published by the United States Department of Health, Education, and Welfare in 1968. So many changes had been made in physical facilities that the maps and measurements from 1968 were found to be very inaccurate. It was necessary, therefore, to re-measure the interiors of many of the buildings throughout the University. The result is a complete listing of assignable square feet (ASF) for each room within every building on campus, as well as the gross square footage of each building.

The gross square footage (GSF) for the University was obtained from the individual building floor plans and from a report prepared for Dr. Virginia Parks in May, 1977, entitled, A Program for the Evaluation of Seattle University's Physical Plant. This report was written by Eric Anderson, William Borah, Robert J. Fossatti, William Valentine, and Don Iverson.

Gross square footage is defined as the amount of building area on all floors within the outside faces of exterior walls. Assignable square footage is defined as the amount of building area functionally usable for activities.

Additional information included in the Space Inventory is the type of use of each room and how many rooms with that usage are found in each building. Also listed for each room is the department, office, or person to whom that space is assigned.

It is necessary to revise the Space Inventory regularly to reflect changes in space assignments and changes caused by remodeling. The entire inventory was reviewed in Fall, 1978, and other changes have been made subsequently whenever appropriate. A system for regular review and revision of the Space Inventory will be an important factor in continued planning for facilities' use at the University. These data could be retained and revised most efficiently on the computer.

Space Classification

Table 5 describes Seattle University space by percentages of total assignable space used for each type classification. It includes all service areas or those areas that serve the main rooms as an extension of the activities in the rooms and includes classrooms used exclusively by non-University groups. The Table does not include Nursing Building. Nineteen percent of the total assignable space in the University is assigned to dormitory use. Office space constitutes 15 percent of the total space, athletic/physical education facilities occupy nine percent, and classrooms constitute eight percent. All types of laboratory facilities occupy nine percent of total assignable space.

TABLE 5 - SUMMARY
TYPE OF SPACE BY BUILDING

	# of Buildings	Total # of Rooms	Average Size of Room	% of Total ASF (N=611,804)
Classroom	10	105	485	8%
Class Laboratory	7	36	806	5%
Special Class Laboratory	8	21	669	2%
Non-Class Laboratory	3	34	320	2%
Office	22	513	174	15%
Conference Room	12	25	306	1%
Study Room	7	81	284	4%
Library Stack	2	5	8,170	7%
Library Processing Room	1	5	957	1%
Athletic Physical Ed. Facilities	1	15	7,627	9%
Assembly Facilities	6	7	1,542	2%
Lounge Facilities	14	33	541	3%
Recreational Facilities	5	8	1,534	2%
Storage	19	74	438	5%
Dormitory	3	615	186	19%
Food Service/Residence	2	17	1,099	3%
Other	-	-	-	12%

Source: Space Inventory, May, 1979 (revised) and Planning Office analysis.

Building Evaluation

Table 6 summarizes the age, size, and principal use of each building on the Seattle University campus, with the exception of Loyola Hall and Loyola Annex.

Campion Tower is the largest and also one of the newer buildings, being constructed in 1965. Its primary use is student housing. The largest academic building is the Connolly Center which houses the athletic facilities. It is the newest building on the campus, being built in 1969.

TABLE 6 - BUILDING SUMMARY

Building	Date Built	Total Gross Sq. Ft.	Primary Use
Alumni House	1940	1,933	Institutional Support
Bannan	1961	75,539	Instruction
Bellarmine	1962	129,247	Residence Hall
Bookstore	1964	22,500	Institutional Support
Buhr	1947	10,800	Instruction
Campion Tower	1965	165,866	Residence Hall
Campus Services	1935	34,831	Institutional Support
Child Care Center	1950	4,115	Student Services
Connolly Center	1969	128,064	Instruction
Garrand	1893	20,000	Instruction
IPS Duplex		2,924	Public Service
Liberal Arts	1947	38,304	Institutional Support
Library	1966	106,462	Academic Support
Marian	1900	50,400	Instruction
McCusker	1900	10,760	Student Services
McGoldrick	1900	7,200	Student Services
Mech & Civil Eng.	1925	25,250	Instruction
Nursing	1926	13,782	Instruction
Pigott	1957	75,040	Instruction
ROTC	1900	5,430	Instruction
Sculpture Lab	1920	900	Student Services
Student Union	1953	30,874	Student Services
Xavier Hall	1955	55,920	Residence Hall
		1,016,141	

There are 23 buildings on the campus with a total of 622,328 assignable square feet. The total gross square feet is 1,016,141 and the total number of rooms in all buildings is 1,969. The mean age is 41 years. Table 7 describes the number of buildings according to physical condition, as reported by the engineers and architects who evaluated campus facilities in 1977 for the Vice President for Business and Finance.

TABLE 6 - BUILDING CONDITION

Condition	Number	Percentage of Total
Good to Very Good	10	43%
Fair to Good	8	35%
Fair to Poor	2	9%
Poor to Very Poor	3	13%

Source: A Program for the Evaluation of Seattle University's Physical Plant, written by Eric Anderson, William Borah, Robert J. Fossatti, William Valentine, Don Iverson, May 6, 1977.

Figure 21 illustrates the condition of campus facilities by the building's primary function. The percentage of buildings in very good, good, fair, and poor condition is shown for the following functions: instruction, public service, academic support, student services, institutional support, and residence halls. A building-by-building analysis of space appears in Appendix III - 6A.

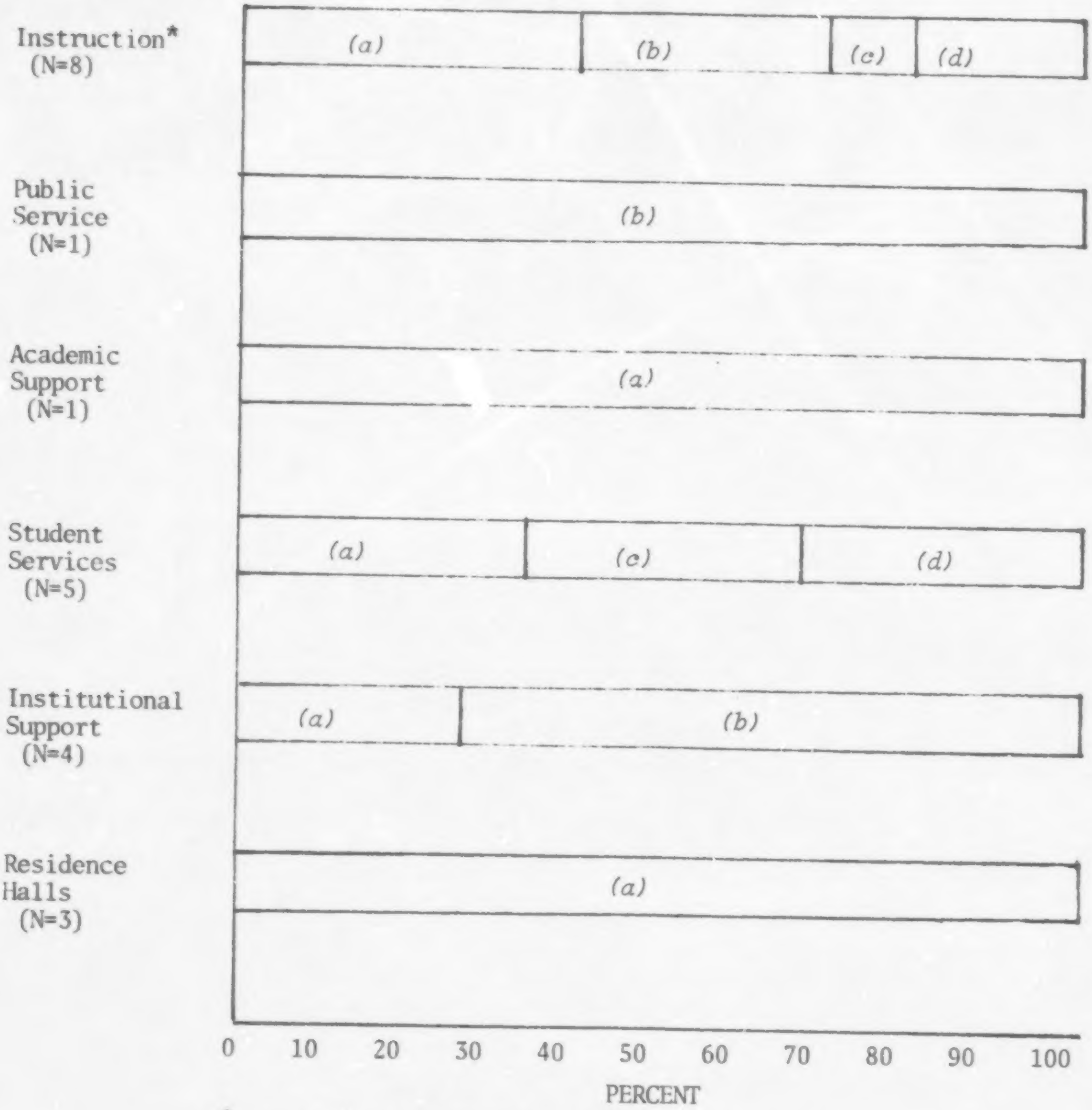
In addition to the building-by-building analysis, an analysis of the adequacy of current facilities for the needs of each academic program and administrative unit is underway. Approximately one-third of the departments have been evaluated to date. Space planning standards and formulas developed by an interinstitutional committee from the universities in Washington State are used in a comprehensive and detailed process for evaluating space requirements. Detailed information regarding the system and the Standards can be obtained from the Facilities Evaluation and Planning Guide, published by the Interinstitutional Committee of Space Officers in April, 1976.

Space Standards

Space standards used for all analyses of space requirements and utilization are those set by the State of Washington Interinstitutional Committee

FIGURE 21

CONDITION OF BUILDINGS BY PRIMARY FUNCTION



*Does not include School of Nursing Building

Building Condition

(a) good to very good
(b) fair to good
(c) poor to fair
(d) very poor to poor

Source: Space Inventory, EP&D, Seattle University, 5/1/79 (revised), and A Program for the Evaluation of Seattle University's Physical Plant, written by Eric Anderson, William Borah, Robert J. Fossatti, William Valentine, Don Iverson, May 6, 1977.

of Space Officers. The standards have been based on actual practice at each of the five public universities and colleges in the state. They are comparable to standards applied throughout institutions of higher education in the United States. These standards have been used in planning for the new School of Nursing facilities as well as in the detailed evaluations of space occurring during the past year. Table 8 presents the space standards according to type of space considered.

As a measure of comparing proportionate size of assignable square feet in campus buildings, space planners have adopted a ratio of ASF over (divided by) FTE student enrolled. This ratio yields the amount of square feet each FTE student would enjoy him or herself if all were in campus non-residential buildings at the same time. The higher the resulting figure, therefore, the more distributed space there is on campus.

Each year the public institutions release a summary report of comparative space at their universities and colleges. The summary gives the total non-residential ASF for each institution plus the ASF by FTE. When compared with the three regional Washington State universities, Seattle University had the highest ASF/FTE ratio. The report also breaks down the space according to type of room (classroom, office, A/V, etc.). Each type is categorized under one of eight facility categories, i.e., classroom facilities includes classrooms and classroom service, office facilities includes academic offices, administrative offices and conference rooms. The criteria and method used for type-casting each room and for categorization is laid out in the Facilities Evaluation and Planning Guide. We have been establishing our facilities and space planning data base according to the guide and therefore are able to realistically compare our distribution of space with that of the public universities. For a comparison of Seattle University's space distribution by facility category with that of three public universities, see Appendix III-6B.

TABLE 8

SPACE STANDARDS BY TYPE OF SPACE

Type of Space	Space of Standard	
Classroom	Average standard square feet per station	= 16 ASF
Office	Vice President	= 250 ASF
	Dean	= 230 ASF
	Administrator (Director)	= 150 ASF
	Administrator (Other)	= 120 ASF
	Faculty member	= 120 ASF
	Department Chairman	= 150 ASF
	Secretarial/Clerical	= 120 ASF
	Student Assistant	= 60 ASF
	Office Service (for each secretarial or clerical station)	= 50 ASF
	Conference Room (per station)	= 20 ASF
Laboratory	Varies by discipline from 35 ASF/station to 175 ASF/station	
Study	Average standard square feet per station	= 30 ASF
Special Use	Athletic/Physical Education	= 250 ASF
General Use	Bookstore	= 2.92 ASF per student

Source: Facilities Evaluation and Planning Guide, Interinstitutional Committee of Space Officers, April, 1976.

Space Utilization

Classrooms are the only type of space for which a comprehensive analysis of utilization has been completed to date. Other types of space are scheduled for the same sort of analysis at a later time.

Classroom Utilization--A comparison between the space utilization planning standards set by the State of Washington Interinstitutional Committee of Space Officers and the actual utilization of Seattle University classrooms shows that the University is not utilizing its classroom facilities as efficiently as possible.

The planning standard classroom use per week is 30 hours of weekday, scheduled use between the hours of 8 a.m. and 5 p.m.* Figure 22 shows that Seattle University's actual classroom utilization per week is 16 hours, or 53 percent of the standard.

The planning standard for room fullness is defined as 60 percent of classroom stations (student desks or chairs) occupied during the hours of scheduled daytime use. As shown in Figure 23 Seattle University has 48 percent station occupancy per week.

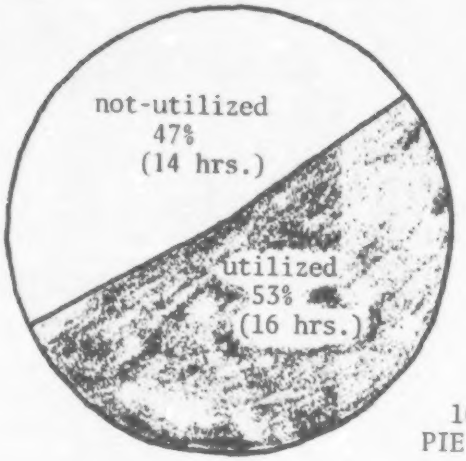
Another indicator of efficiency of space utilization employed by planners is the average standard station utilization rate which yields the average number of hours each station on campus is occupied per week. The planning standard is 18 hours per week; Seattle University's rate is eight hours weekly. Figure 24 shows the University's percentage of station utilization to be 44 percent of the standard. If each of these stations were occupied 18 hours per week (the planning standard), the University's classrooms could hold up to 4,461 FTE daytime students, or 2,000 more students than the actual FTE daytime enrollment for Fall, 1978.

By applying the planning utilization standards during the Fall, 1978, Seattle University needed 1,794 actual day-time stations. Enrollment pro-

---

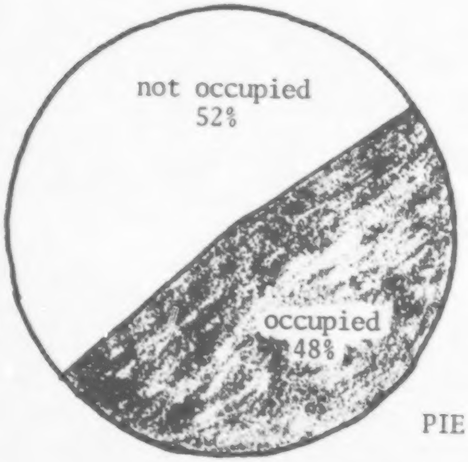
*All calculations have been made on a FTE day-on-campus student basis or 2,460. Classroom use during the evening hours of 5-10 p.m. is not considered in this report.

Figure 22
Classroom Utilization/Week



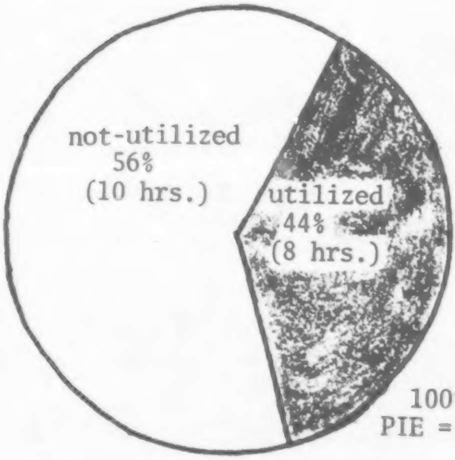
100% -
PIE = 30 hrs/wk.

Figure 23
Station Occupancy/Week



PIE = 100%

Figure 24
Station Utilization/Week



100% -
PIE = 18 hrs.

Based on Educational Planning and Development Office Analysis.

Source: Fall 1978 Final Course Count, Registrar's Office, and Planning Office analysis.

jections indicate a peak need for 1,903 stations in 1981. Enrollments are forecasted to begin a slow decline in 1982, producing a need for fewer daytime stations.

Seattle University actually used the equivalent of 4,206 stations during Fall, 1978. Without the application of some stricter policies and standards there will be a continuing need for classroom stations reaching a peak need of 4,524 stations in 1981. Records indicate that this inefficient condition results from a combination of inappropriate classroom size and crowding of classes into the hours between 8 a.m. and 1 p.m.

Analysis of classroom utilization at Seattle University seems to indicate the need for remodeling to divide some of the larger classrooms into two classrooms of a more appropriate size, and/or scheduling more daytime classes in the afternoon, and/or increasing the size of each class section. For a more detailed account of the classroom analysis, see Appendix III-6C.

Planning Assumptions

The research and analysis of data on facilities have indicated a need for certain changes in the use of campus buildings in order to utilize these resources in the most efficient possible manner. For the purposes of planning for future use of facilities, the following assumptions can be made:

1. Poor structural condition and/or extreme inefficiency in the use of energy will require the demolition of McCusker, Buhr, Marian, and the Sculpture Lab by 1984.

2. McGoldrick will require extensive rehabilitation if it is to be retained. Remodeling to meet the needs of handicapped students also will be necessary if it continues to house student services.

3. The increasing cost and scarcity of energy makes an energy audit of all remaining campus buildings an important first step in developing a plan for

improving energy efficiency.

4. Analysis has shown that much of the space in campus buildings is underutilized. Most classrooms are considerably larger than is necessary for the classes they contain, and most classrooms are in use only a few hours daily.

5. Department-by-department analysis of space allocation (about one-third completed) shows that space is not distributed equitably on a campus-wide basis.

6. School of Nursing space needs will be satisfied by the new Nursing Building.

7. The housing shortage in Seattle, especially in the area surrounding the campus, will make it desirable for the University to offer more on-campus housing for students. The price and scarcity of gasoline will enhance the desirability of campus living for more students. Greater availability of campus housing will encourage more full-time undergraduates to attend Seattle University. For these reasons, Campion should be used exclusively for student residence needs. A walkway, bridge, or tunnel across James Street would be desirable to connect Campion and the IPS Duplex to the main campus.

8. New programs already planned, or that possibly might be developed in the next five years, have been included in suggested reallocation of space as far as these can be anticipated.

The following suggestions have been discussed in the Accreditation Report and in meetings of various University users' committees. In our judgment, these suggestions are worthy of careful consideration:

1. Proper attention to the space and location needs of the Schools of Business and Education and Learning Skills Center dictates that office space in Pigott, a major instructional facility, be reserved for these units. Learning Skills can be accommodated more adequately on the first floor of Pigott.

2. Efficient attention to student needs indicates the desirability of locating the Registrar, Admissions, Financial Aid, and the Controller in one building.

3. Space needs of the Bookstore could be served by moving it to Xavier first floor and/or basement.

4. The Drama division of Fine Arts was moved to Campus Services on a temporary basis. It would be desirable to move it to a more suitable location.

Future Options

Using the facilities planning assumptions as described above as a base, three possible options, based on approximate budget requirements, for reallocation of campus space might be outlined. These options are offered for discussion purposes only, in order to involve facilities users in planning for remodeling and renovation projects. They cover a five-year period.

The following is the low budget option (roughly estimated to cost $6,395,000). It assumes that no new buildings will be constructed, relying instead on increasing the efficiency of use of present University facilities. The parameters of each budget option are listed in Appendix III-6D.

- The demolition of Marian, McCusker, and the Sculpture Lab, the full insulation of all remaining buildings, and maintenance needs brought up to date.
- Remodeling of the Bookstore Building to include the Admissions and the Registrar's offices. Learning Skills can be moved to the first floor of Pigott and Education and Business can have all other office space in that building.
- The rehabilitation of McGoldrick to eliminate wiring, plumbing, and heating problems. The installation of an outside lift to raise handicapped students to first floor level where their needs are accommodated in a general conference room.
- Relocating the Bookstore and the Drama division of Fine Arts to the

basement of Xavier. Moving the Arts and Sciences faculty to Xavier, with remodeling of the first floor to provide needed extra offices.

- Moving all the renters out of Campion. This building is to be used for student dormitory, food service, storage, and recreational needs. The building will be connected to the main campus by means of a walkway, bridge, or tunnel across East James Way.
- The remodeling of Liberal Arts with the installation of an elevator. Administrative offices will occupy the first floor, Rehabilitation offices and classrooms will be on the third floor. The Tertian Library will move out. The larger classrooms will have been converted into two medium-sized classrooms each.
- Moving the Spectator and Journalism into the basement of the Student Union.
- Remodeling Garrand to provide office space for Chemistry as well as Biology.
- Relocating the A/V Center in Campus Services Building.
- Moving IPS into the Alcoa Building and ROTC into the IPS Duplex. Relocating the University Relations office and Capital Campaign staff to to the ROTC building.

A medium budget option for facilities utilization would be the same as the low budget except that a new office building would have been constructed for the faculty. This building also would have some limited facilities for Fine Arts.

A high budget option might include a separate new building for the faculty as well as for Fine Arts and add an inside elevator for McGoldrick to the medium budget option.

Campus Development

The Seattle University campus is a small, compact, urban campus. The average national standard for the size of a university campus allows 100 acres per 3,000 students; Seattle University has 42 acres. The campus is located on First Hill close to the main downtown Seattle business district. Neighborhoods surrounding the campus are zoned for high density development and present use of that land generally is consistent with the zoning. All present types of city zoning on University property and on land immediately surrounding the campus allow institutional use without requiring a special permit or variance.

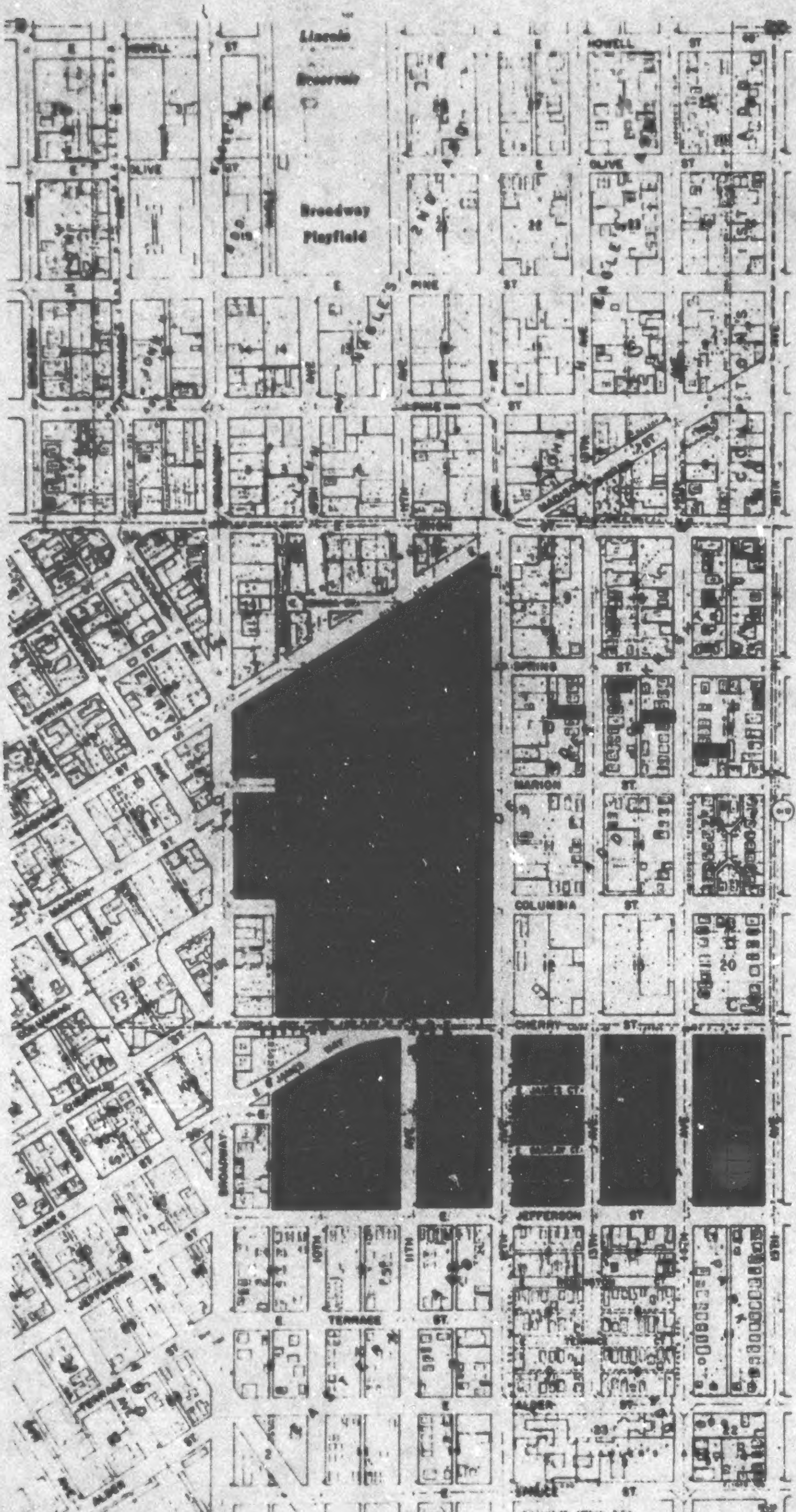
The present campus conforms to the three zone configuration that has prevailed in most planning of campus facilities nationwide. In this planning related facilities are brought together: instructional buildings in the center; student services in the next ring; and a third zone of student housing, athletic, and recreational facilities. Map A shows the location of buildings on the present campus and the location of other property owned by the University.

Map B shows public transportation routes serving the campus, the location of campus parking lots, and the pedestrian malls on campus. The campus is well-served by public transportation. Campus parking space may not be adequate if the proposed restricted street parking goes into effect. There is a proposed ordinance under consideration by the Seattle City Council that would reserve street parking in neighborhoods near institutions for the use of residents. Access by handicapped students to a number of buildings is not adequate.

Map A also illustrates the L-shaped campus concept which was developed in the mid-1960s when Campion Tower and the Connolly Athletic Center were planned. Since that time, it has been the intention of the University to expand the campus area to include the land parcels that would create a continguous, L-shaped campus. Acquisition of the new School of Nursing and IPS Duplex buildings and the defeat of the Postal Service Annex proposal have been recent actions to implement this long-range plan.

In addition to the "potential future use zone" within the boundaries of the L-shaped campus, Seattle University has an interest in assuring that development compatible with the University is allowed and encouraged in the neighborhoods surrounding the campus. Several characteristics of these neighborhoods are of particular interest to the University: city zoning; present land use; housing condition and availability; population; and community services. Map C shows

Map A
LOCATION OF UNIVERSITY BUILDINGS AND PROPERTIES


E HOWELL ST
Lincoln Reservoir
E OLIVE ST
Broadway Playfield
E PINE ST
UNION
SPRING ST.
MARION ST.
COLUMBIA ST.
CHERRY ST.
E JAMES CT
JEFFERSON ST
E TERRACE ST
ALDER ST.
SPRUCE ST.
BROADWAY
JAMES
TERRACE

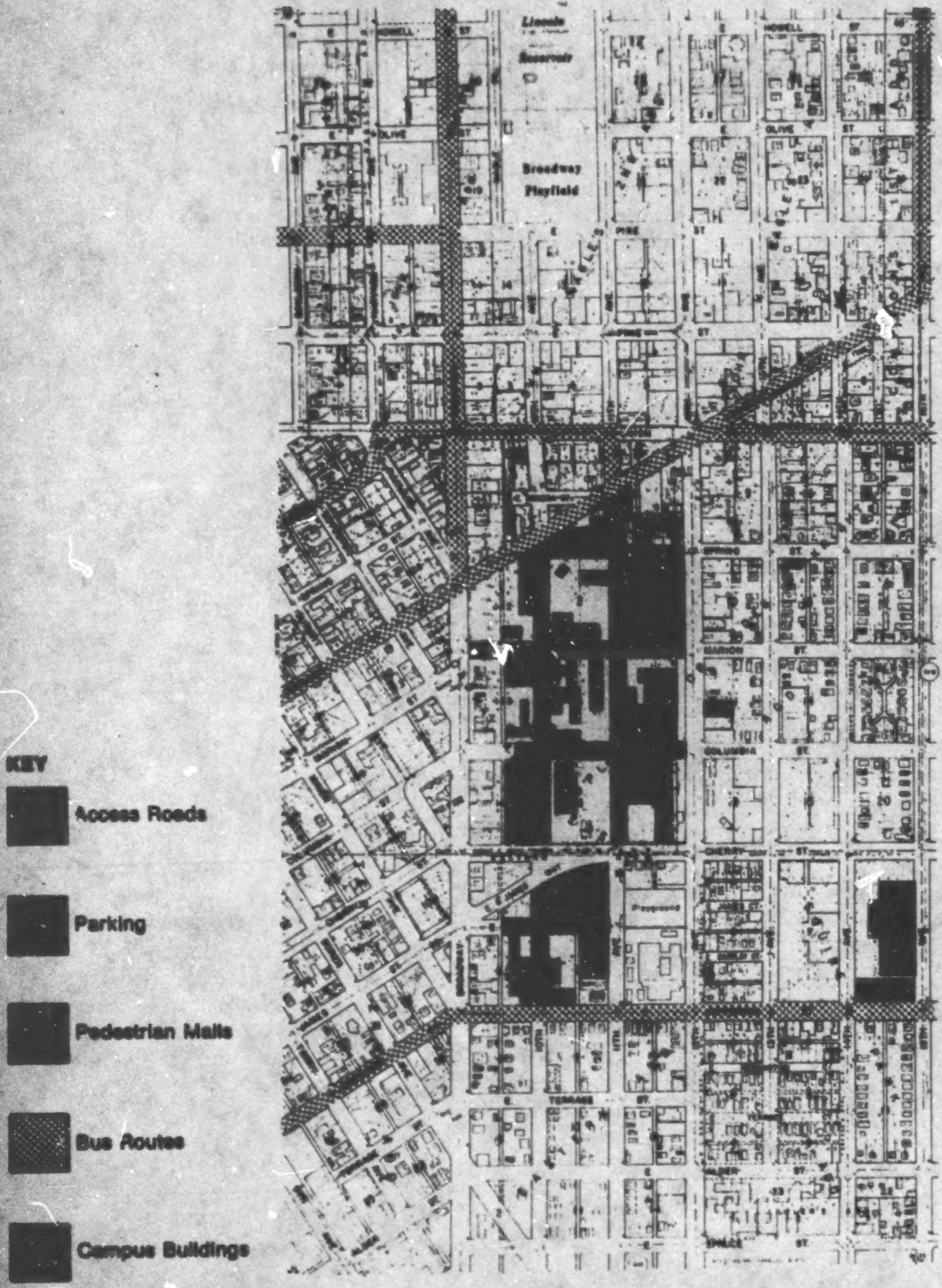
KEY

■ Institutional Use

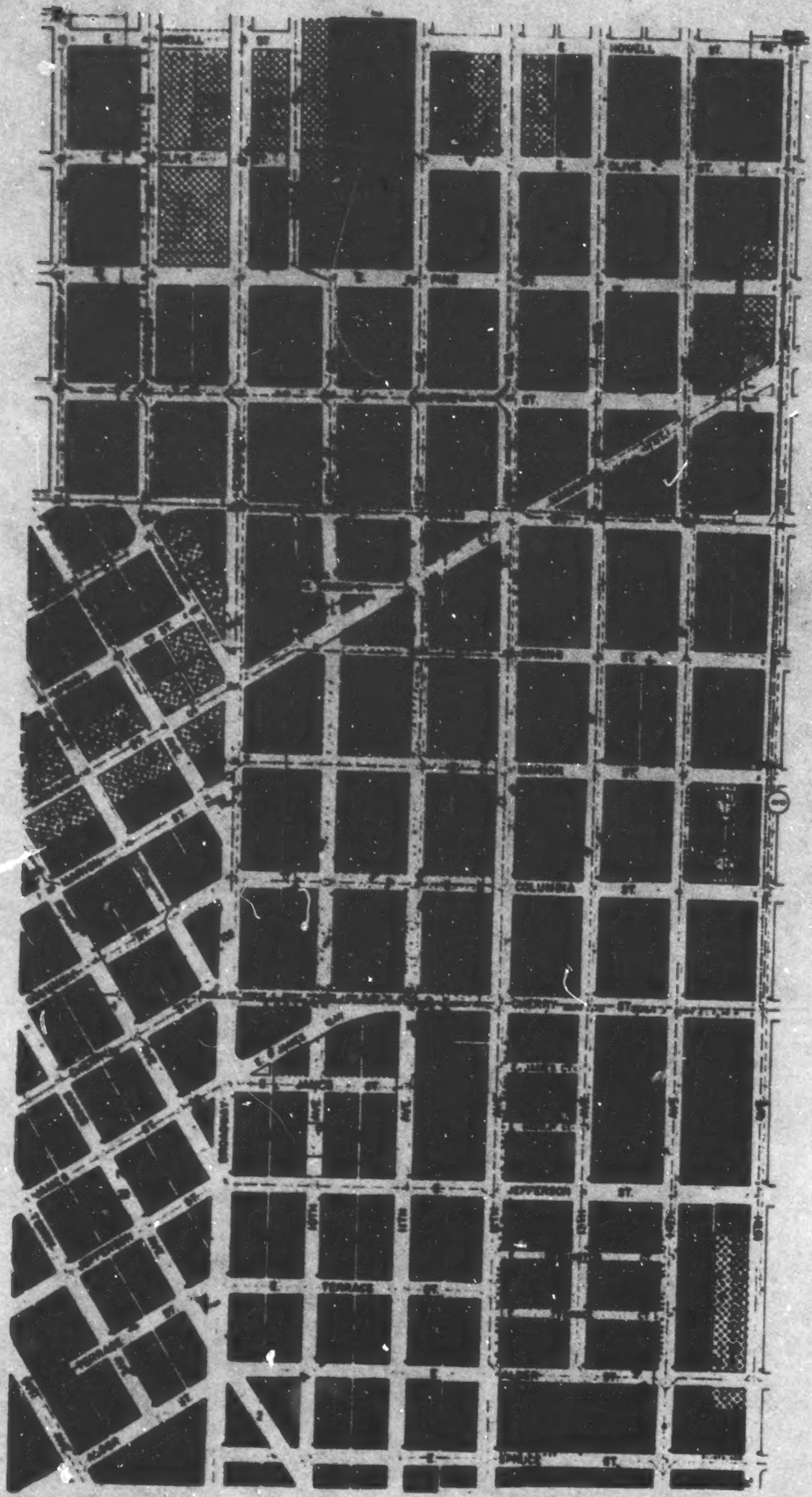
■ Non-Institutional Use

■ Potential Use

Map 8
TRAFFIC CIRCULATION PATTERNS


Lincoln
Reservoir
Broadway
Playfield
E
HOWELL
ST
OLIVE
PINE
ST
SPRING
ST.
MARION
ST.
COLUMBIA
ST.
CHERRY
ST.
Playground
TERRACE
ALDER
ST.
SPRUCE
ST.
KEY
Access Roads
Parking
Pedestrian Malls
Bus Routes
Campus Buildings

Map C
CITY ZONING


E. HOWELL ST.
E. OLIVE ST.
E. PINE ST.
SPRING ST.
MARION ST.
COLUMBIA ST.
CHERRY ST.
E. JAMES ST.
JEFFERSON ST.
E. TERRACE ST.
ALDER ST.
E. SPRUCE ST.
BROADWAY

LEGEND

RS 9600—
Single Family Residence Low Density Zone.

RS 7200—
Single Family Residence Medium Density Zone.

RS 5000—
Single Family Residence High Density Zone.

RW—
Residence Waterfront Zone.

RD 7200—
Duplex Residence Medium Density Zone.

RD 5000—
Duplex Residence High Density Zone.

RM—
Multiple Residence Low Density Zone.

RM 1600—
Multiple Residence Lowest Density Zone.

RMH—
Multiple Residence High Density Zone.

RMV 250—
Multiple Residence High Density Variable Height Zone.

RMV 150—
Multiple Residence Highest Density Variable Height Zone.

BN—
Neighborhood Business Zone.

BI—
Intermediate Business Zone.

BC—
Community Business Zone.

BM—
Metropolitan Business Zone.

CM—
Metropolitan Business Zone.

CM—
Metropolitan Commercial Zone.

CMT—
Metropolitan Commercial Zone Temporary.

CG—
General Commercial Zone.

M—
Manufacturing Zone.

IG—
General Industrial Zone.

IH—
Heavy Industrial Zone.

ZONING KEY

▨ RD 5000

■ RM

■ RMV 150

■ BN

▨ BC

■ CG

city zoning on University-owned land and the surrounding neighborhoods.

City zoning and present land use in areas neighboring the University are as follows:

1. North: Zoning is predominately general commercial (CG). Actual uses include older apartment houses, small commercial establishments such as auto repair shops, and light manufacturing.

2. West: Zoning is mostly high density, variable height, multiple residence (RMV 150) with some small and medium-size businesses (BN and BC) along arterials. Predominate uses are hospitals, professional clinics, small businesses, and apartment houses.

3. South: Predominate zoning is low density multiple residence (RM) which allows small apartment houses and town houses as the maximum density usage. As a general rule, lower density uses are allowed in any zone. This area has some zoning for general commercial along the arterials. Present use is a mixture of single family, duplex, and multiple family residential, with commercial and light manufacturing on 12th Avenue and Jefferson Street.

4. East: Zoning is a mixture of general commercial, low density multiple residence, and duplex. Present use is a mixture of single family, duplex, and multiple family residential with some general commercial along 12th Avenue community businesses along Madison Avenue and Union Street.

Housing units in the neighborhoods surrounding the University campus include single family homes, duplexes, condominiums, town houses, and apartment houses of varying sizes. Many housing units are located in older buildings, some of which are in poor condition. On the west side, expansion of hospital facilities in the early 1970s resulted in the demolition of a substantial number of older, lower-priced housing units. Some of these units have been replaced by high-priced, new apartments and condominiums. The vacancy rate in all housing in neighborhoods near the University is very low, below two percent. There is an increasing demand for available housing units.

Community services in nearby neighborhoods include hospitals, professional clinics, churches, and schools. There is a lack of parks and other outdoor recreational facilities.

The population of surrounding neighborhoods is very mixed. It includes students, low-income persons, moderate income people, some higher income individuals (predominately young professionals), aged people, transients, and mentally ill persons.

Planning Assumptions--Research and analysis of the data on campus development have set some guidelines for potential campus development and revealed some trends in neighborhood development that will assist in planning for campus development. These guidelines and trends are as follows:

- Zoning on all campus property is suitable for institutional development.
- It is desirable to maintain the three-zone configuration that brings together related campus facilities.
- The L-shaped campus concept should be implemented to create a more homogeneous campus.
- Surrounding neighborhoods impact Seattle University, and, in turn, are impacted by the University.
- The neighborhood to the west is in a stable condition and is not likely to change in character very much in future years.
- Neighborhoods on the north, south, and east are in a transitional stage of development and may change character in response to economic pressures.

Future Options--Based on the campus development planning assumptions, some possible future options for Seattle University might include:

- Acquisition of remaining properties needed to complete the L-shaped campus.
- Active involvement with community groups in planning the development of

surrounding neighborhoods.

- Assisting and encouraging University staff to purchase homes near the campus by methods such as Loyola University of Chicago's "Walk to Work" program. This program provides low-interest loans for down payments to staff members who wish to purchase homes close to the campus. It also assists in the stabilization of the area.

CHAPTER IV

DIRECTIONS FOR FUTURE PLANNING

The preceding chapters of this report present the first stage of the long-range planning process at Seattle University, the first phase of the dialogue on the future of the University. This final chapter looks at the future of this planning process: it identifies University planning goals; it describes the focus of planning activity for the coming year; and it lists some steps to be taken to accomplish the planning goals.

Planning Goals

Synthesizing the research and analyses reported in earlier chapters, the planning staff identified six goals for the University's long-range planning. These goals are perceived to be consistent with the Mission Statement and crucial to the continued vitality of Seattle University.

1. Maintain and improve educational quality--Seattle University's future is guaranteed by the maintenance of the quality of its educational programs. The future offers the opportunity to improve this overall quality through careful planning and allocation of resources.

2. Maintain enrollment--The future of Seattle University is not seen as a time of unlimited growth in enrollments. Recognizing the limits of enrollment growth, while insuring a consistent level (or number) and quality of student, will help to insure stability through the eighties.

3. Maintain fiscal balance and health--The balance between year-to-year revenue and expenditure must be maintained to insure at least a balanced budget; this will become increasingly more difficult in the eighties. The degree of fiscal health of the University will determine the institution's effectiveness in fulfilling its mission.

4. Rehabilitate capital facilities to effective and efficient utilization--The present condition of the Unviersity's facilities will not allow for effective

or efficient service to future programs or personnel. Capital rehabilitation will insure that adequate space is available, and is used efficiently, for a changing mixture of students and educational programs.

5. Development of homogeneous campus environment (L-shaped campus)--The immediate area surrounding Seattle University is changing and it will change more rapidly in the future. Continued attention to the University's environment and further development of the L-shaped campus plan will insure a stable campus environment, one most suitable to Seattle University's educational enterprise.

6. Maintain and improve quality of personnel--The future of Seattle University rests ultimately with its faculty, administrative, and staff personnel. The continued hiring of quality personnel will be important in the future. However, personnel development and attractive salary and benefit packages will be crucial to retain a high level of qualified personnel.

Focus of Planning Activity, 1979-80

Based on the identified planning goals, the planning office will focus its activity during 1979-80 on five major areas:

1. Data on environment, enrollment, finances, and facilities will be brought up to date, further refined, and placed on the computer system.

2. Present academic program data will be refined and new data gathered to facilitate the preparation of functional criteria for review and development of academic programs.

3. The data on facilities will provide the basis for further analysis and evaluation of assignable space. This effort will be the foundation for a campus-wide program of equitable space distribution and utilization.

4. A comprehensive analysis of present and future space needs will provide guidance for major campus development decisions, for example, the restoration or replacement of Marian.

5. Continued monitoring of development in the neighborhoods surrounding the University campus will insure consideration of Seattle University's interests in city decision-making.

In addition to its work on these major areas of planning, the planning staff will be available to assist individual units of the University with their planning activities.

Planning Process Steps, 1979-80

Overview--Although the president is responsible for the planning functions of the University, he delegates the administration and coordination of planning to the planning staff. The function of the planning staff is to facilitate and coordinate the University planning process, not to prepare plans for others to implement. Effective planning requires input from faculty, administrators, staff, and students through formal and informal communication channels. The Planning Advisory Council will continue to represent the University-wide constituency by providing qualitative input to the president and feedback to the academic and administrative units.

The planning process is continuous; it is a never-ending adaptation to new conditions. The process strives to include all levels within the University and integrate academic, financial, and facilities planning. In time, the process should become a comprehensive, on-going, and integrated planning and budgeting process.

Dissemination and Response--During the coming academic year, the planning staff will give first priority to the dissemination of the information contained in this report and to the recording of responses. The following have received a copy of the report: (1) the Board of Trustees; (2) the president; (3) members of the president's cabinet; (4) the deans; (5) the president of the Faculty Senate; (6) the president of the Associated Students of Seattle University;

(7) the editor of the Spectator; and (8) members of the Planning Advisory Council.

Vice presidents and deans will be asked to make a copy of the full report, complete with appendices, available to members of their respective faculty or staff. It is expected that abbreviated copies of the planning report will be sent to each member of the University community prior to the 1979 all-University convocation in September.

The planning staff is prepared to make a presentation of highlights of the report to any unit of the University and/or discuss content specifically related to the particular unit. Planning for presentations to the Board of Trustees, the Board of Regents, and the all-University convocation is underway. These meetings and the smaller group meetings are designed to provide maximum opportunity for feedback from those in attendance.

Computer System--Data on the environment, educational programs, facilities, and finances has been manually gathered and analyzed for purposes of this report. The manual process requires a great deal of staff time and personpower; it does not allow for sophisticated analysis of the data nor for easy access by other members of the University. The HP3000 computer system affords the opportunity for these data to be placed in an active on-line mode for easy access, up-dating, and analysis purposes.

Three to five programs will need to be developed during the next year to provide the University with appropriate planning information. These programs will allow the space inventory, program and financial data, and student-related data to be placed into the already established institutional research/planning data base and then to be accessed and analyzed in a systematic manner.

Academic Program Review and Development--The planning activity for 1979-80 will address two critical needs in the area of academic programs: (1) the establishment of functional criteria and (2) the adoption of development strategies.

1. The establishment of functional criteria for the review and/or development of academic programs will include the following activities:

- Development of an effective working relationship with both the deans and the academic council.
- Clarification of University priorities.
- Expansion, refinement, and up-dating of academic programs data base.
- Development of acceptable indices of program quality and productivity.

2. Strategies for the development of academic programs were considered by the planning staff in a staff workshop. Details of this process are described in Appendix IV - 1A.

Conclusion

This document reports the first phase of long-range planning for Seattle University. It initiates a continuing dialogue among members of the University community which will involve everyone in the planning process. It describes the planning process to date and outlines future activities. All members of the University community are invited to respond to this report and help to plan the future of Seattle University as it stands on the threshold of the eighties.

Robert Grimm, S.J.
Gregory Lucey, S.J.
George Pierce
Mary Savela